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STATE DEPARTMENT OF
EDUCATION
HELENA, MONTANA

THE STUDY GUIDE

In

ENGLISH

Grades 9-12



HARRIET MILLER
State Superintendent of Public Instruction
Helena, Montana

Revised Edition
1964







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ENGLISH

Grades 9-12

Compiled by the
Montana Committee on the Curriculum in English
as directed by the
State Superintendent of Public Instruction
and the
State Board of Education

Harriet Miller, Superintendent
State Department of Public Instruction
Helena, Montana

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FOREWORD

The Study Guide in English, Grades 9-12, adopted in July, 1959, as the official course of study in English for use in Montana public high schools, was developed through the cooperative efforts of Montana teachers and administrators who devoted time during a period of three years to the formulation of a basic minimum program in English. In addition to this basic content, the Guide also includes suggestions for enrichment and independent study activities, selected sample teaching units, and numerous other helpful materials.

The *Guide* is presented with wide margins and in looseleaf form so that teachers may insert individual study plans and additional supplementary materials from time to time. At the request of the State Superintendent of Public Instruction and the State Board of Education, a number of the members of the State Committee on the Curriculum in English agreed in 1959 to serve as a continuing committee to develop needed supplements to the *Guide*. Several such supplements are included as Appendixes in this 1964 revision.

Grateful appreciation is due the members of the State Committee on the Curriculum in English, the teachers of English who assisted in the appraisal of preliminary outlines, and the school boards and administrators whose support made the *Guide* possible. Special gratitude is likewise expressed to staff members of Montana institutions of higher learning for consultative assistance and for continuing interest and help in acquainting Montana teacher candidates with the content and use of the *Guide*.

Harriet Miller
State Superintendent
of Public Instruction

MEMBERS OF THE CONTINUING COMMITTEE ON THE CURRICULUM IN ENGLISH, 1963 - 64

- Chairman: Duane Hoynes, Western Montana College of Education, Dillon
- Consultants: Agnes V. Boner, Ph.D., Montana State University, Missoula
Harriet Miller, State Superintendent of Public Instruction,
Helena
- Members: Florence Brinton, Missoula
Betty Browne, Havre
Paul Coughlin, Kalispell
Olga Erickson, Libby
Gayla N. Goller, Fort Benton
Barbara B. Longmaid, SDPI, Helena
Mary Marjerrison, Western Montana College of Education,
Dillon
Stan Morse, Great Falls
Myrtle Nelson, Great Falls
Robert Olson, Corvallis
- Editor: Agnes V. Boner, Ph.D., Montana State University, Missoula

MEMBERS OF THE COMMITTEE ON THE CURRICULUM IN ENGLISH, 1956 - 59

- Chairman: Ruth Harpel, Great Falls, 1956-1959
- Consultants: Agnes V. Boner, Montana State University, Missoula, 1956-1959
Mary M. Condon, State Superintendent of Public Instruction, Helena, 1956
A. B. Guthrie, Jr., member State Board of Education, Great Falls, 1956
Harriet Miller, State Superintendent of Public Instruction, Helena, 1957-
1959

Committee Members:

David Anderson, Kalispell, 1956-1959
Audrey Bailey, Red Lodge, 1956-1959
Harold Boe, Miles City, 1956-1958
Betty Browne, Havre, 1958-1959
Sister Mary Celestine, Bozeman, 1957-1959
Kenneth Conroy, Buffalo, 1956-1958
James Cutts, Sunburst, 1958-1959
Anna English, Butte, 1956
Duane Hoynes, Fort Benton, 1956-1959
Ruby MacDonell, Anaconda, 1956-1959
(deceased)

Reverend Father Paul Mackin,
Carroll College, 1956
Kathryn Megard, Helena, 1956-1959
Myrtle Nelson, Great Falls, 1956-1959
Charles Nesbit, Billings, 1956-1959
Ellis Ortner, Shelby, 1957-1958
Gladys Pritchett, Polson, 1956
Dominic Reed, Choteau, 1956
Rose Turner, Sidney, 1956-1959
Mrs. Paul Wolk, Cut Bank, 1956-1959

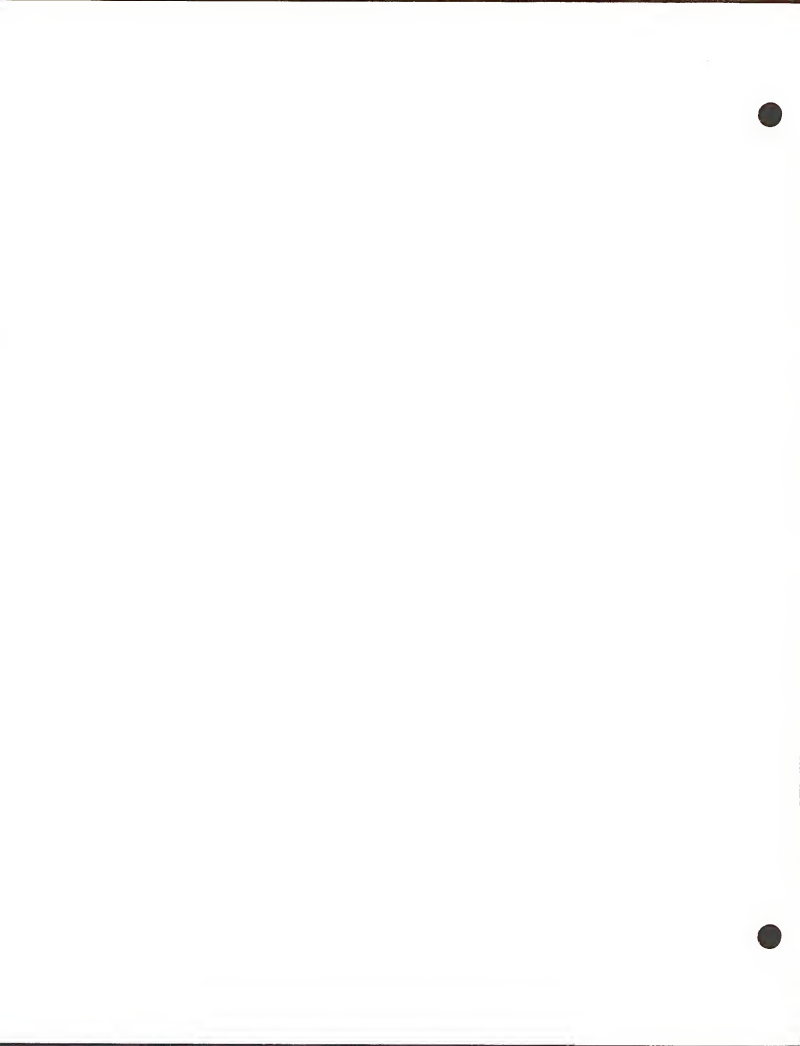
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Editor: Agnes V. Boner, Ph.D., Montana State University, Missoula, Montana

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INTRODUCTION

To the Teacher

The Study Guide in English is an outline of content to be taught in grades nine to twelve. It is important that administrators and teachers read the *Study Guide* for all four years before they begin to plan the courses for their particular schools. In that way they will better understand the progression and more completely realize what material students at a given level are expected to have covered. During the process of establishing the *Study Guide* in their schools, teachers may need to make some rearrangements of materials based upon the needs of their own students.

For above average students, teachers will find materials for enrichment within the content of the *Guide*. For below average students, the teacher will have to modify the outline by selecting those areas that will contribute most to the development of communication skills. In Appendix I are suggestions for a terminal course for those seniors not skilled academically. The committee feels that such a course is practical, and urges any school that can group its students into "academic" and "terminal" groups to do so.

The plan of organization used for teaching the content is left to the discretion of the teacher, and he is not bound to use any one plan throughout the year. THE COMMITTEE DOES NOT EXPECT THE MATERIAL TO BE TAUGHT FROM BEGINNING TO END AS IT IS PLACED IN THE OUTLINE, BUT RECOMMENDS THAT EACH TEACHER SELECT A PLAN OR ORGANIZATION THAT CORRELATES—INTER-RELATES—ALL PHASES OF THE LANGUAGE ARTS. The "unit plan" is highly recommended by the National Council of Teachers of English. As defined in *The English Language Arts in the Secondary Schools*, a unit is

... an organized study of a topic such as *Romance Is More Than 'Boy Meets Girl'* or *Getting Acquainted with Great Literary Personalities of America*. To others, it involves pursuit of a problem such as *What Values Are of Most Worth?* or *How Does Effective Communication Influence Life in Our Town?* To still others, it means consideration of questions of moment to young people such as *Problems of Growing Up During Adolescence*. For yet others, unit teaching may center in experiences like *Adventuring in Books*, *Enjoying Poetry*, or *Understanding Drama*. All that is meant by the term here is that varied activities in the language arts are developed around a central theme or purpose, clear and significant to the student. It must be sufficiently broad to involve in some measure all four of the language arts and to permit each individual (1) to work in co-operation with his class and (2) to pursue certain special interests in a wide range of materials and experiences suited to his ability. In working through a unit, students need to think clearly and logically, to plan

under the guidance of the teacher, to assign tasks and to accept responsibility either as individuals or in groups, and to learn such research techniques as use of library reference sources, directed observation, and the interview. At the same time, they have opportunity for practicing many forms of speech and writing with direct attention to these skills as the need arises. In a social setting, the students test their powers and have an opportunity to note the results, both as regards the quality of their own performance and its effects upon the listener or reader.¹

The appendixes contain a wealth of helpful materials and suggestions. Appendixes II through VI contain sample units. The teacher will profit by perusing them before he plans his work for the year.

¹The Commission on the English Curriculum of the National Council of Teachers of English, *The English Language Arts in the Secondary School*. New York: Appleton-Century-Crofts, Inc., 1956. p. 69-70.

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GRADE NINE

SPEAKING AND LISTENING

To the Teacher

The *Study Guide* does not attempt to enter the special fields of drama, radio, debate, competitive declamation and other related activities. These are considered areas for elective subjects or for co-curricular activities. Students of evident talent in the special fields should be encouraged to enroll in speech electives.

The over-all objective of the speech program within the English course is to teach students to express their thoughts clearly, precisely and courteously in spoken English. Students must learn the skills of speech, e. g., voice control, pronunciation, enunciation, articulation and fluency. They must learn about language, e. g., the denotation and connotation of words, the levels of English usage, the power of language to sway opinion. They must learn to organize and develop their ideas for informal and formal speeches. Training in listening is a correlate of training in speaking. Students should become increasingly aware of the importance of polite, accurate and purposeful listening.

The *Study Guide*, in accordance with the Commission on the English Curriculum, presents a program in which speech "takes its place among the offerings of the total program in the English Language Arts, hoping to bring about in this way a close interrelationship among the various aspects of the program in communication arts."¹ The *Guide* contains exercises for speech improvement, but such practice will be ineffectual unless attention is given to speaking and listening in every class activity. Teachers who allow pupils to mumble or to give vague, careless statements in answering questions and contributing to class discussions will fail in teaching speech, no matter how carefully they coach platform speaking. To establish standards for oral work, teachers may wish to concentrate on speech for a period of time. These standards should then be reaffirmed and maintained in all class work. Training in speaking well, whether planned or incidental, should be a part of every unit.

Appendix XII contains a number of suggestions for the teaching of speech. However, English teachers without training in speech should endeavor to take summer courses. Other appendixes helpful to teachers of speech are XIV, *Suggestions for Book Reports*; XV, *Books and Other Aids for the Teacher*; and II through VI, the sample units.

¹The Commission on the English Curriculum, *The English Language Arts in the Secondary School*, New York: Appleton-Century-Crofts, Inc., 1956. p. 203.

Outline of the Course

Approximately one-third of the ninth grade English program should be spent in speaking and listening activities AS INTEGRAL PARTS OF THE ENTIRE LANGUAGE ARTS PROGRAM. Every student should speak before the class several times during the year.

The purposes of the program in speaking in the ninth grade are:

1. To convince students of the necessity for improving their speaking and listening skills
2. To make students more self-reliant and confident and to help them discover through practice in discussion, they do have something to say and something to write about
3. To help students establish good speech habits through a variety of short speech experiences (three minutes for a beginner) and through practice in discussion skills, parliamentary procedure, and oral reading

I. Activities

The big problem with ninth graders is getting them on their feet. Let them give short talks about things they know well. For motivation, use the tape recorder. Intelligent use of the recorder helps students understand better their own speech needs and at the same time, teaches them to listen with care. Later in the year students may want to discuss radio and TV programs. The following activities will help lay a foundation for good speech and listening habits.

A. Class discussion to build desirable attitudes

Help students to recognize the importance of good speaking and listening habits through class discussion of such questions as

1. How do people communicate?
 - a. By words
 - b. By gestures
 - c. By facial expressions
 - d. By pantomime
 - e. By drawings
2. What are the purposes of communication?
 - a. To exchange information
 - b. To share experiences
 - c. To convince others
 - d. To discuss ideas
 - e. To entertain one another

The purposes of communication are countless. Let students add others from their own experiences.

3. How does the attitude and behavior of the teacher affect the success of communication?
4. How may communication between two people be enhanced or obscured by the behavior, knowledge, experience or prejudice of the listener?
5. How do radio, TV and movies influence speaking and listening?
6. When does speech fail to communicate?
 - a. Through the fault of the speaker
 - b. Through the fault of the listener

B. Drill in enunciation and pronunciation

Teach students to articulate and pronounce correctly by

1. Practicing pronunciation of common words often carelessly mispronounced, as

are	can	often
our	catch	than
or	for	then
accept	get	toward
except	just	because

2. Using word lists for repeated drill in pronunciation, as

accept	drama	influence
allow	education	interesting
ally	escape	laboratory
almond	February	parliamentary
alternate	final	particular
banquet	forehead	positively
champion	formerly	recipe
children	geography	regular
column	government	romance
comfortable	hearth	salve
corps	history	usually
decade	horizon	whether
drowned	hospitable	

C. Oral reading

Give students training and experience in

1. Reading announcements and minutes
2. Reading dialogue in short stories and one-act plays during literature class
3. Reading poetry (sometimes in choral groups)

4. Reading from the literature text to prove a point during class discussion.

D. Platform speaking

Give each student an opportunity to plan and deliver several short talks about matters of interest to him. Timid students should be allowed to give talks of only a few sentences, but they should not be excused from speech assignments.

These talks might be

1. Narratives, as
 - a. Anecdotes
 - b. Real life experiences
 - c. Tall tales
 - d. Funny stories
 - e. Stories from Greek, Roman and Norse mythology
 - f. Stories of towns, cities, monuments, historical places, recreational areas, museums, state institutions and famous people in Montana
 - g. Stories of favorite characters in literature
2. Explanations of how to make or do something, often with the help of charts, diagrams and other illustrative material.

E. Parliamentary procedure

Through such class-organized clubs as a book club or a hobby club, teach elementary principles of parliamentary procedure, as

1. Rules of order for a meeting
2. Duties of officers, members and committees
3. Manner of making, seconding and voting on motions
4. Manner of making nominations and voting on nominees
5. Preparation and presentation of minutes and reports

F. Exercises in purposeful listening for assignments, directions, explanations, factual information, note taking and participation in conversation.

G. Training in vocabulary building and usage

Teach students to increase their speaking vocabularies through careful attention to words as conveyors of exact meaning. Insist on correct usage in all oral work. See *Word Study*, Grade Nine.

H. Classroom use of discussion forms

Discussion in the classroom should develop skills in oral communication and contribute to other objectives of the course in English. Changing the forms of discussion will make possible a variety of speech experiences.

1. General class discussion

As discussion leader, the teacher should exploit topics related to the material studied and evoked by student response.

2. The *panel* is "a conversation in front of an audience." There are no set speeches but a free exchange of ideas among people considering a single topic. The chairman should control and guide the discussion. The presentation needs pre-planning by both the listeners and speakers. The topics should be related to the subject matter of the English course but developed by the students' reactions to what they are reading or studying.

Examples:

- a. Was Odysseus a good man?
 - b. How does a drive-in theater compare with a Shakespearean theater?
 - c. Why was Per Hansa able to endure the suffering and deprivation of the new land better than his wife?
3. The *symposium* resembles the panel but instead of speaking informally on all phases of a question as on a panel, the participant gives a prepared speech on an assigned part of the topic. Three to five speeches provide organized information; examples are:
- a. The problem, action and style of a novel or short story
 - b. An analysis of a famous fictional figure
 - c. Separate explications of poems of a single poet

As the conclusion, there may be a discussion among the speakers.

4. The *forum* period is the time set aside for the audience to ask questions or make comments. In the classroom, most panel and symposium presentations will be followed by a forum period.

WRITING

To the Teacher

The over-all objective of the writing program is to teach students to express their thoughts clearly, effectively and correctly in written English. Work in grammar, spelling, punctuation, vocabulary and sentence structure should contribute to this general objective. Where particular classes have special writing needs, teachers will have to adapt material to meet those needs. There is little point in teaching advanced writing to students who do not thoroughly understand the paragraph or know how to write intelligent letters.

Most of the fundamentals of grammar have been placed in the freshman and sophomore years. The junior and senior years have been reserved for the application of grammar to sentence construction in all kinds of writing. This does not mean that freshmen and sophomores should not write, but that the program is designed so that the last two years can be used for polishing. Freshman and sophomore teachers should give students instruction in the fundamentals of writing; junior and senior teachers, some little finesse with language.

Those teachers who have had training in structural linguistics may want to augment traditional grammar with structural grammar. The aim is not to avoid grammar but to find the most workable system of explaining the English language to students. In either case, it seems better to teach inductively, starting with examples and working into rules. Although there is nothing wrong with starting with a grammatical principle and then illustrating it, a far more effective procedure is to have students find for themselves, from a number of carefully prepared sentences, the principle for which they have a need.

Emphasis throughout the program is on the use of language for written communication. Although only the more advanced students may understand the complexities of the language, all students should, by graduation, be able to express themselves adequately and correctly. Students should write often, about many things, beginning with those kinds of writing they are most apt to use in later life.

Appendixes helpful to teachers of writing are VII, *Competencies in English Composition Expected of College-Bound High School Students*; VIII, *Theme Topics*; IX, *Manuscript Form*; X, *The Library or Research Paper*.

Outline of the Course

The purposes of the writing program in the ninth grade are

1. To help students express their thoughts clearly in short themes, each of which has a well-defined purpose
2. To teach students the fundamentals of the organization of themes through simple outlining
3. To teach students to recognize parts of speech and basic sentence parts and to use them correctly in all written work
4. To help students strengthen previously acquired skills through continued emphasis on spelling, vocabulary building, dictionary study and use of the library

Composition

Students will need to write many short themes of from one to three paragraphs before they attempt longer themes. Before they present these themes to the class, they should rewrite them, making the ideas as clear as possible and correcting all errors in spelling, punctuation, grammar and sentence structure. In addition to these themes, they should write papers in connection with work in literature and speech, in response to stimulating experiences in school life, and as answers to test questions. Although all of these papers need not be treated so strictly as the theme assignments, obscure meaning, comma splices, and incomplete and run-together sentences should be regarded as serious errors. Every effort must be made to prevent students from becoming careless writers.

I. Theme activities

For all writing activities, emphasize

1. Limiting the subject to one that can be covered in the time allowed
2. Selecting sufficient, pertinent and significant details
3. Keeping details in order
4. Writing complete sentences
5. Developing good beginning and concluding sentences
6. Using variety in sentence structure
7. Proofreading and rewriting

After each assignment, students will need help in organizing their material. Focus their attention on making material clear; emphasize the importance of proofreading. The final test of good writing is whether or not the meaning is clear to the reader.

A. A short narrative

Ask the students to tell something intriguing, exciting or significant that happened to them or that they saw happen. Suggest that they

1. Outline the proposed theme by writing when, where and how the story happened, listing incidents in order of occurrence and including names of people involved

2. Write the theme

3. Read the completed theme carefully, making all corrections

If the narrative is so clear and vivid that a reader can experience the action in his imagination, then the theme is well expressed.

B. A description

Have students describe as accurately as possible a scene, a person, an animal, an object or a place.

C. Business letters

Have students write a letter ordering merchandise of several kinds; have them write a letter asking for information.

D. Social letters

Have students write a letter to a friend. Ask them to plan the letter carefully so that they may use their new-found skills in narration and description.

E. Minutes of meetings

If possible, give each student an opportunity to write minutes for a class meeting, a club meeting or a student government meeting.

II. Outlining

Students should be taught to plan two and three-level outlines as a method of organizing their thoughts for themes or talks.

III. Word study

A. Vocabulary

Emphasize

1. The use of synonyms and antonyms

2. The student of word families, as

- a. -mis- (*omission, permission, commission*)

- b. -port- (*transport, report, export*)

- c. -fer- (*transfer, preference*)

3. Getting the meaning of words from the context

4. The study of derivations from Greek and Latin origins (*tantalize, janitor, panic*)

Correlate all vocabulary work with reading, writing and speech activities. Encourage students to keep vocabulary notebooks.

B. Dictionary

Students should learn to use the dictionary as a basic reference for their speaking, reading and writing. Review alphabetizing and the use of guide words. Teach

1. Keys to pronunciation of words
2. The difference between abridged and unabridged dictionaries
3. The use of the dictionary for information about words
 - a. Meaning
 - b. Parts of speech
 - c. Spelling
 - d. Plurals
 - e. Pronunciations
 - f. Syllables

Grammar

Grammar is a building process. Start with the basic sentence parts, upon which all writing depends, and develop sentence patterns. Teach recognition of parts of speech, demonstrating that some terminology is necessary in the discussion of language. As each grammatical concept is learned, encourage students to use it as a means to more effective expression. Analyze correct sentences from their own themes to convince students that they are already using grammar.

I. Parts of speech

A. Nouns

Review

1. Nouns used as simple subject and compound subject, predicate noun, direct object, object of preposition, indirect object
2. Noun used as appositive

Emphasize the formation of plurals and of singular and plural possessives

B. Pronouns

Pronouns need special consideration. Emphasize

1. The correct usage of pronouns as simple subject and compound subject, predicate noun, direct object, object of preposition, indirect object
2. Person and number
3. Agreement of pronouns with their antecedents

Try to eliminate such grievous errors in case and agreement as

- | | |
|---|--|
| a. <i>Him</i> and <i>me</i> saw it.
<i>Her</i> and John are here.
<i>Us</i> kids like that. | d. When a person studies <i>they</i> should concentrate.
If someone knocks, don't let <i>them</i> in. |
| b. It was <i>her</i> , <i>them</i> , <i>him</i> . | France hasn't solved <i>their</i> traffic problem. |
| e. Did you see John and <i>he</i> ?
She invited Helen and <i>I</i> .
Let Harry and <i>she</i> go.
They hid <i>we</i> boys in the closet. | e. When students go to study hall the teachers expect <i>you</i> to study. |

C. Verbs

Stress

1. Tense, person and number
2. Auxiliary verbs
3. Principal parts (correct usage)
4. Agreement with subject
5. Transitive and intransitive

Try to eliminate such errors as

- a. Has he *broke* that already?
I begun the work last night.
He run a race yesterday.
She has *drank* all her milk.
- b. If he hadn't acted quickly, he would *of* drowned.
If he *would have* been there, he would have seen the stranger.

Concentrate on correct usage of such troublesome verbs as *see, do, go, run, sit, lie, sing, give, begin, ring, drink, write, take, break, bring* and *be*.

D. Modifiers

Teach

1. Comparison of adjectives and adverbs (especially such irregular ones as *good, much, little*)
2. Correct use of demonstrative adjectives
3. Correct use of words of negative implication (*barely, but, hardly, only, scarcely*)
4. Correct use of words and phrases as adjectives and adverbs
5. Spelling of possessives
6. Use of predicate adjectives following linking verbs (*seem, appear, taste, smell, feel*)

Try to eliminate such errors as

- a. He *can't hardly* do it.
I *don't* have but one.
- b. I like *those* kind of shoes.
Do you buy *those* kind of fruit?
- c. Of the two, John is the *best* swimmer.
Which of those two is *best*?

E. Prepositions

Emphasize

1. The difference between prepositions and adverbs
2. Correct use of prepositions

Try to eliminate such errors as

- a. The boy did not know where he was *at*.
- b. Did you take the book off *of* the shelf?
- c. May I borrow a dollar *off* you?
- d. May I stay *to* John's house for dinner?
- e. Where is the place you wanted to go *to*?

F. Connectives

Teach

1. Coordinate and correlative conjunctions
2. The proper use of the correlative *either—or* and *neither—nor*

G. Interjections

Review interjections

II. Development of the sentence

The sentence is the basic structure of the written English language. Review recognition of the complete sentence and of simple and complete subject and predicate. Teach sentences in connection with student writing.

- A. Kind of sentences: declarative, interrogative, exclamatory, imperative.
- B. Simple and compound subject and predicate.
- C. Variety in sentence beginnings, as
 1. *In a few moments* the sun will disappear. (prepositional phrase)
 2. *Quickly* the sun disappeared. (adverb)
 3. *Since I left Fairview in 1962*, I have not seen my family. (adverb clause)

4. *In the basket were three tiny kittens—one gray, one white, and one black. (inverted order)*

Work hard to eliminate comma-splices, sentence fragments and run-on sentences from students' writing.

Mechanics of Expression

I. Punctuation and capitalization

Review end marks of punctuation. Teach

A. Simple uses of the comma, as

1. The comma in a series
2. The comma between parts of a compound sentence
3. The comma after a long introductory expression
4. The comma to separate an appositive or a noun of direct address
5. The comma after the salutation and after the complimentary close of the informal letter

B. Other punctuation, as

1. The colon after the salutation of a business letter
2. Quotation marks for punctuating conversation
3. Quotation marks or underscoring for titles
4. The apostrophe in contractions and possessives

C. Uses of the capital letter

II. Spelling

Stress correct spelling in all written work. Emphasize

1. Formation of plurals and possessives
2. Formation of contractions
3. Rules for the addition of suffixes to words
4. The *ie-ei* rule
5. Correct pronunciation as an aid to correct spelling
6. Spelling demons

Utilize spelling lists in textbooks, spelling lists to be found in Appendix XI and spelling lists compiled by students from their own misspelled words.

LITERATURE

To the Teacher

The general objective of the program in literature is to teach students to read, to understand and to enjoy literature, so that they will continue to enlarge their intellectual horizons through reading after they have left high school. The teaching methods, the organization of the course and the selection of literature for study should all contribute to this objective.

There are two equally important parts of the literature program: classroom study and independent reading. In classroom study all students read the same selection and under the teacher's direction develop appreciation and insight. Independent reading provides the individual student with some choice in reading material and an opportunity to apply the skills and judgments he has developed in the classroom. Classroom reading is often a springboard to independent reading.

On each grade level the *Study Guide* provides for the careful study of two or three types of literature or a form of mass communication: Grade Nine—folk literature (the myth, the legend and the folk tale) the ballad, the one-act play and the biography; Grade Ten—the full length play, narrative poetry and the newspaper; Grade Eleven—the short story, the novel, the American lyric and the magazine; Grade Twelve—the essay, lyric poetry and a Shakespearean play.

If the types indicated for each level are taught, students will have had contact with every important type of literature, as well as with newspapers and magazines, by the time they graduate. Other types of literature are listed on each level and should be included within the limits of time, the availability of material, and the ability of the group of students.

The titles in the outline that follows were selected for variety. Since a classic may be defined as a literary composition which has gained recognition for its writing and for the quality of its ideas, both old and new works of recognized merit have been included. Also the lists include selections of various levels of difficulty. In choosing specific titles for study, teachers will be aware of their students' needs. Selections should provide some opportunity for students to relate the situations and attitudes expressed in literature to their own experience and, at the same time, provide some opportunity for growth. Suitable literature will give students better understanding of their own world and will open up new worlds to them.

See Appendix XIII, *Independent Reading*.

Outline of the Course

The purposes of the literature program in the ninth grade are

1. To encourage students to read widely for enjoyment
2. To give students special study in folk literature, one-act plays and biography or autobiography
3. To help students develop larger reading vocabularies and better reading comprehension

The study of vocabulary should be integrated with the teaching of literature. Students will learn more easily new words taught in the context of literature rather than in isolated vocabulary lists.

I. Content

Approximately one third of the time should be devoted to literature. Although a basic text may be used, supplementary material from other anthologies, short story and play collections and good magazines will be necessary.

A. The folk tale, the myth and the legend

1. Greek, Roman and Norse mythology
2. Hero tales

B. Poetry

1. Ballads, as
 - a. *Get Up and Bar the Door*
 - b. *Bonnie George Campbell*
2. Narrative poems, as
 - a. Homer—Excerpts from the *Iliad and Odyssey*
 - b. Kipling—*Gunga Din*
 - c. Miller—*Columbia*
 - d. Noyes—*The Highway Man*
3. Lyric poems, as
 - a. Dickenson—*A Narrow Fellow in the Grass*
 - b. Frost—*The Runaway*
 - c. Millay—*Lament*
 - d. Jeffers—*Hurt Hawks*

The reading of poetry in the ninth grade should help lay the foundation of a four year program which will culminate in the reading of complex poetry in the senior year. If ninth grade students learn to enjoy poetry in class and to read it independently for pleasure, the foundation is well laid. Poems of high quality should be se-

lected on the basis of their appeal to students in a particular class. Teachers should refrain from subjecting ninth grade students to lectures on a poet's biography or on rhythm, rhyme, figures of speech, or other poetic devices unless such lectures add to the students' interest in poetry or enhance their pleasure in reading it. The poem itself should be the focus of class attention.

C. The one-act play, as

1. Foote—*The Dancers*
2. Gale—*The Neighbors*

The study of plays should increase the students' enjoyment of literature and develop their ability to read and understand drama.

D. Biography

1. Excerpts from such titles, as
 - a. Washington—*Up From Slavery*
 - b. Byrd—*Alone*
 - c. Rose—*Room for One More*
2. Full length biographies or autobiographies, as
 - a. Baker—*The First Woman Doctor*
 - b. Frank—*Diary of a Young Girl*
 - c. Keller—*The Story of My Life*

E. The short story

1. Stories of humor
2. Stories of adventure
3. Stories of human interest

F. The novel, as

1. Dickens—*Oliver Twist*
2. Forbes—*Johnny Tremain*
3. Kipling—*Captains Courageous*
4. London—*Call of the Wild*
5. Rawlings—*The Yearling*
6. Richter—*Light in the Forest*
7. Schaefer—*Shane*
8. Scott—*Ivanhoe*
9. Steinbeck—*The Red Pony*
10. Twain—*Tom Sawyer*

As a class, students should study at least one novel or a full length biography or autobiography.

See Appendix II, *Facing Life Courageously* and Appendix III, *Enjoying Mythology*. These are sample units integrating literature, speaking and writing.

II. Supplementary suggestions

A. A Shakespearean play, as

1. *Midsummer Night's Dream*
2. *Merchant of Venice*
3. *As You Like It*
4. *Romeo and Juliet*

B. Magazine and newspaper selections

Students should use magazine and newspaper selections as a supplement to the literature program and as sources of factual information for short speeches.

III. Independent reading

In general, students' reading in the ninth grade should contribute to their understanding of people of similar age and environment. It should help them grow in their knowledge and understanding of literature so that at the end of the year they will be choosing adult books, with perhaps occasional lapses into juveniles for relaxation. By the end of the year they should have enjoyed at least two books with some adult characteristics.

See Appendix XIII, *Independent Reading*; Appendix XIV, *Suggestions for Book Reports*.

LIBRARY

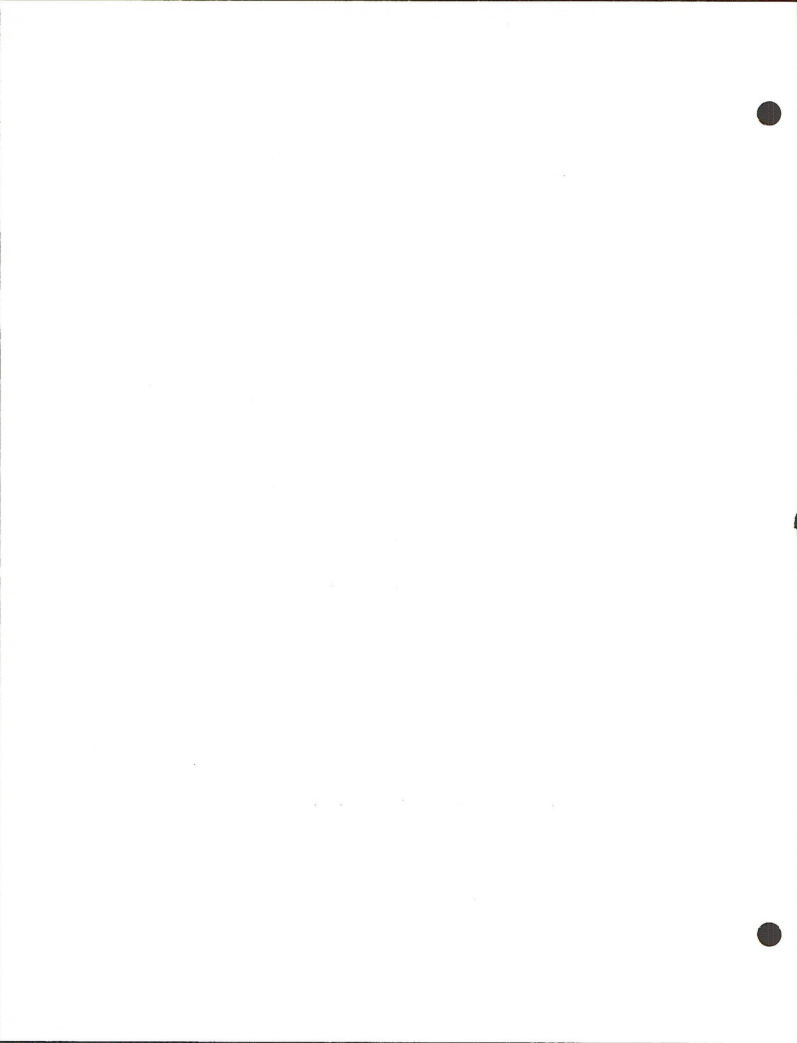
Since efficient use of the library is essential not only to scholastic success in high school and in college but also to independent continuation of intellectual growth, students should receive effective and systematic instruction in all skills of using the library. Accordingly, the *Study Guide* recommends specific skills to be taught at each level.

Library lessons should be given from time to time when students need certain skills, either because of their own aggressive curiosity or because of classroom assignments. For the former, the teacher or librarian should give individual instruction. For the latter, group instruction is more efficient. Any library instruction, whether in the classroom or the library, should be followed by meaningful practice.

Appendix XV contains suggestions for the English teacher's library. Further suggestions and aids may be found in *A Suggested Guide for Montana School Libraries*, available at the office of the State Superintendent of Public Instruction. *The Standard Catalog for High School Libraries* recommends reference books for first purchase.

Teach

1. Library etiquette
2. General content and arrangement of the library
3. Circulation procedures in libraries used by students
4. Awareness of the Dewey Decimal System
5. Use of author, title and subject cards in the card catalog
6. Use of encyclopedias and their yearbooks
7. How to browse to select books
8. Awareness of parts of books and their use
9. Use of literary handbooks, as
 - Bullfinch *Bullfinch's Mythology*
 - Hamilton *Mythology*
10. Use of pamphlet files (optional)
11. Use of vertical files of occupational literature (optional)
12. Use of *Abridged Reader's Guide to Periodical Literature* (optional)
13. Use of biographical books (optional)



THE STUDY GUIDE

In

ENGLISH

Grade 10

State Department of Public Instruction

Harriet Miller, Superintendent

Helena, Montana

1959

Revised Edition, 1964



GRADE TEN

SPEAKING AND LISTENING

To the Teacher

The *Study Guide* does not attempt to enter the special fields of drama, radio, debate, competitive declamation and other related activities. These are considered areas for elective subjects or for co-curricular activities. Students of evident talent in the special fields should be encouraged to enroll in speech electives.

The over-all objective of the speech program within the English course is to teach students to express their thoughts clearly, precisely and courteously in spoken English. Students must learn the skills of speech, e. g., voice control, pronunciation, enunciation, articulation and fluency. They must learn about language, e. g., the denotation and connotation of words, the levels of English usage, the power of language to sway opinion. They must learn to organize and develop their ideas for informal and formal speeches. Training in listening is a correlate of training in speaking. Students should become increasingly aware of the importance of polite, accurate and purposeful listening.

The *Study Guide*, in accordance with the Commission on the English Curriculum, presents a program in which speech "takes its place among the offerings of the total program in the English Language Arts, hoping to bring about in this way a close interrelationship among the various aspects of the program in communication arts."¹ The *Guide* contains exercises for speech improvement, but such practice will be ineffectual unless attention is given to speaking and listening in every class activity. Teachers who allow pupils to mumble or to give vague, careless statements in answering questions and contributing to class discussions will fail in teaching speech, no matter how carefully they coach platform speaking. To establish standards for oral work, teachers may wish to concentrate on speech for a period of time. These standards should then be reaffirmed and maintained in all class work. Training in speaking well, whether planned or incidental, should be a part of every unit.

Appendix XII contains a number of suggestions for the teaching of speech. However, English teachers without training in speech should endeavor to take summer courses. Other appendixes helpful to teachers of speech are XIV, *Suggestions for Book Reports*; XV, *Books and Other Aids for the Teacher*; and II through VI, the sample units.

¹The Commission on the English Curriculum, *The English Language Arts in the Secondary School*, New York: Appleton-Century-Crofts, Inc., 1956. p. 208.

Outline of the Course

This year approximately one-fourth of the English course will be devoted to speaking and listening, not as separate units, but AS INTEGRAL PARTS OF THE LANGUAGE ARTS PROGRAM. Organized group and panel discussions, directed by a chairman and focused on a problem, should be continued. Besides participating in group work, every student should give several prepared talks.

The purposes of the speech program in the tenth grade are

1. To help students establish more firmly the habits of good speech through a variety of short speeches, the subjects of which have been clearly defined and limited, and through practice in conversation skills, parliamentary procedure and oral reading
2. To continue the experience of participating effectively in group and panel discussions
3. To teach students how to prepare speech from information obtained by interviews
4. To help students become competent listeners to movie, TV, radio and assembly speeches and programs

I. Review activities

- A. Students should continue to practice good habits of speaking and listening in
 1. Oral reading
 2. Informal conversation
 3. Short speeches
 4. Parliamentary procedure
- B. Group discussion, involving
 1. Deciding on a topic of general interest, preferably a problem
 2. Choosing a chairman who is a good leader
 3. Discussing the problem proposed
 4. Attempting to arrive at a solution
- C. Panel discussion involving
 1. Deciding on a topic
 2. Selecting a panel of four to eight members
 3. Discussing the topic in a sequence of short talks by panel members
 4. Discussing the topic in informal conversation among panel members
 5. Discussing the topic with the audience

The chairman must be familiar with all phases of the topic, keep the discussion moving, encourage audience participation and summarize the discussion.

Example:

Topic: A Double Standard: Adult and Youth

The panel members might present their ideas on such subjects as

1. Separate courts for juveniles and adults
2. Publicity for legal offenders
3. Liability insurance for drivers
4. Regulations on liquor and tobacco
5. Marriage laws

II. New activities

A. Individual speeches that evaluate, as

1. A talk about a book
2. A talk about a movie
3. A talk about a television program

B. The interview, as

1. An interview of a well-known person, after which an oral or written report might be given to the class (Appendix VII, Part IV)
2. An interview in class simulating a radio or TV program
3. An actual interview to be broadcast over the school's public address system or presented as part of an assembly program

C. Exercises for appreciation and enjoyment, using

1. Recordings of plays or poems
2. TV programs, or assembly speeches or a motion picture
3. Student skits or talks which have been taped

For listening to speeches, students should be taught to choose seats from which they can see and hear well; to pay attention to the speaker's actions, his facial expressions and changes in his voice; to listen for the outline of the speaker's ideas; to take notes on the main ideas; to note those words and allusions they do not understand; to try to relate the speaker's ideas to their own experiences. For listening to radio, movies and TV, they should be taught to choose their programs and movies by reviews and recommendations, not by advertisements; to try to discover new and interesting movies and programs; and to talk over what they have heard with other interested listeners.

- D. Additional exercises in pronunciation and enunciation, using such words as

alias	different	inevitable
amateur	bouquet	infamous
architect	drowned	introduce
athlete	education	length
attacked	escape	laboratory
beneficent	extraordinary	library
clique	formidable	literature
comparable	fragile	municipal
conspiracy	garage	particularly
contrary	genuine	prestige
data	grimace	recuperate
deaf	hypocrisy	secretary
describe	impious	traverse

- E. Training in vocabulary building and usage

Teach students to increase their speaking vocabularies through careful attention to words as conveyors of exact meaning. Insist on correct usage in all oral work. See Word Study, Grade Ten.

WRITING

To the Teacher

The over-all objective of the writing program is to teach students to express their thoughts clearly, effectively and correctly in written English. Work in grammar, spelling, punctuation, vocabulary and sentence structure should contribute to this general objective. Where particular classes have special writing needs, teachers will have to adapt material to meet those needs. There is little point in teaching advanced writing to students who do not thoroughly understand the paragraph or know how to write intelligent letters.

Most of the fundamentals of grammar have been placed in the freshman and sophomore years. The junior and senior years have been reserved for the application of grammar to sentence construction in all kinds of writing. This does not mean that freshmen and sophomores should not write, but that the program is designed so that the last two years can be used for polishing. Freshman and sophomore teachers should give students instruction in the fundamentals of writing; junior and senior teachers, some little finesse with language.

Those teachers who have had training in structural linguistics may want to augment traditional grammar with structural grammar. The aim is not to avoid grammar but to find the most workable system of explaining the English language to students. In either case, it seems better to teach inductively, starting with examples and working into rules. Although there is nothing wrong with starting with a grammatical principle and then illustrating it, a far more effective procedure is to have students find for themselves, from a

number of carefully prepared sentences, the principle for which they have a need.

Emphasis throughout the program is on the use of language for written communication. Although only the more advanced students may understand the complexities of the language, all students should, by graduation, be able to express themselves adequately and correctly. Students should write often, about many things, beginning with those kinds of writing they are most apt to use in later life.

Appendixes helpful to teachers of writing are VII, *Competencies in English Composition Expected of College Bound High School Students*; VIII, *Theme Topics*; IX, *Manuscript Form*; X, *The Library or Research Paper*.

Outline of the Course

The purposes of the writing program in the tenth grade are

1. To help students outline ideas and follow their outlines in writing longer and better developed themes than they have written previously
2. To help students acquire skills in various methods of paragraph development
3. To encourage students in preciseness of expression by emphasizing judicious use of the simple, the compound and the complex sentence
4. To help students strengthen fundamental skills in spelling, grammar and punctuation
5. To help students strengthen skills in the use of the dictionary and the library

Tenth year students will write longer themes—informative, descriptive, narrative and expository—and social and business letters. Paragraph development should be stressed. The students must learn that good paragraphs of exposition are developed around topic sentences, expressed or implied. They must work for logical development of ideas within paragraphs and for smoother transitions between paragraphs.

Composition

I. Theme activities

For all writing activities, emphasize

1. Limiting the subject to one that can be covered in the time allowed
2. Selecting sufficient, pertinent and significant details
3. Keeping details in order

4. Writing complete sentences
5. Developing good beginning and concluding sentences
6. Using variety in sentence structure
7. Proofreading and rewriting

Teach

- A. Individual paragraphs emphasizing the various kinds of paragraph development, as
 1. Detail
 2. Comparison and contrast
 3. Example
 4. Definition
 5. Reason
- B. Short themes, as
 1. Descriptions
 - a. Character sketches
 - b. Indoor and outdoor scenes
 - c. Sensory impressions and experiences
 2. Narratives
 - a. Personal experiences (enlivened by dialogue)
 - b. Imaginary experiences
 3. Exposition
 - a. Directions

Ask students to tell how to do or make something. Suggest they

 1. List the materials needed to begin the work
 2. Write the necessary steps in the order in which they should be undertaken
 3. Write the theme from the outline
 4. Read the theme carefully, making all corrections
 - b. Opinions

Have students give their opinion on a matter of importance to them. Be sure that they give facts and reasons to show why they hold this opinion.
 - c. Definitions

Have students tell what something means to them, for example, "a good sport" or "loyalty from a friend." Insist that they use reasons and examples in logical order so that the meaning of the whole is clear.
 - d. Explanations

Have students explain why something happened, why they

did something, or why they cannot do what they promised to do.

- C. Social letters, as
 - 1. Informal invitations
 - 2. Informal letters of acceptance and regret
 - 3. "Pen pal" letters
 - 4. "Bread and butter" letters
- D. Business letters, as
 - 1. Letters ordering goods
 - 2. Letters of inquiry
 - 3. Letters of complaint
- E. A long paper (optional), as
 - 1. A factual report from primary observations, as
 - a. A history of an old-timer
 - b. A history of a local landmark
 - c. A report on a local industry
 - 2. An autobiography (if not done previously)
 - 3. A paper combining shorter themes (A boy might have written one paper on learning to drive, another on automobile maintenance, and a third on prevention of automobile accidents. Combining them under one heading as "The Responsible Driver" might give him a feeling of accomplishment.)

See Appendix VIII, *Theme Topics*; Appendix IX, *Manuscript Form*; Appendix X, *The Library or Research Paper*.

II. Outlining

Use the standard two-level outlines illustrated in basic texts and make outlining purposeful. Ask students to outline their themes and the talks they give in class.

III. Word study

A. Vocabulary

Continue the study of synonyms and antonyms, and stress

- 1. Word-building, using
 - a. Prefixes
 - b. Roots
 - c. Suffixes
- 2. Getting meaning from context

3. Using language effectively
 - a. Strong verbs and adjectives
 - b. Compound words
 - c. Technical words
 - d. Figurative language
 4. Studying derivations of words of modern origin
- B. Dictionary
- Review Grade Nine dictionary skills. Teach sophomores to use these parts of the dictionary:
1. Gazetteer
 2. Foreign words and phrases
 3. Abbreviation lists
 4. Biographical information
 5. Capitalization rules

Grammar

Parts of speech and basic sentence parts will need review. New work this year is the recognition and use of subordinate clauses. As soon as these are taught, have students use them.

I. Parts of speech

A. Nouns

Review

1. Possessives
2. Nouns used as simple subject and compound subject, predicate noun, direct object, object of preposition, indirect object
3. Noun used as noun of direct address
4. Noun used as appositive

Teach recognition of the adverbial noun and the objective complement (predicate objective).

B. Pronouns

Review and emphasize the correct usage of pronouns according to

1. Their use as simple subject and compound subject, predicate pronoun, direct object, indirect object and object of preposition
2. Agreement with antecedent
3. Agreement of subject pronouns and predicate verbs, especially singular pronouns as *each*, *everyone*, *anybody*, etc.

Try to eliminate such errors in case and agreement as

- a. I can ride as well as *her* and *him*.

Mary invited John and *I*.

Mother gave the money to Mary and *I*.

- b. If a person tries too hard *they* often fail.

Butte hasn't had *their* celebration yet.

Neither John nor Bill earned *their* football letter.

C. Verbs

Review and re-emphasize

1. Principal parts
2. Auxiliary verbs
3. Tense, person and number
4. Agreement with subject
5. Transitive and intransitive

Try to eliminate such errors as

- a. Each of the kids *are* here.

He *don't* read well.

There *is* three people here.

One of the flags *are* gone.

- b. Don't *lay* on the damp ground.

My brother *come* late.

- c. If he *would have* tried, he would have won.

I know I could *of* done better.

To the freshman list of troublesome verbs (*see, do, come, go, run, sit, sing, give, begin, ring, drink, write, take, break, be*) add *set, sit, raise, rise, lay* and *lie*.

D. Modifiers

Review

1. Comparison of adjectives and adverbs (especially the irregular ones)
2. Correct use of demonstrative adjectives
3. Correct use of words of negative implication (*barely, but, hardly, only, scarcely*)
4. Use of prepositional phrases as adjectives and adverbs
5. Spelling of possessives
6. Predicate adjectives after linking verbs

Try to eliminate such errors as

- a. Give me *a* orange.
She types *good*.
I don't like *them* games.
This *here* is a good story.
That *there* one is mine.
- b. I like *those* kind of apples.
- c. I can't *hardly* remember.
I *haven't* got *no* pencil.
I *haven't* got *none*.

E. Prepositions

Review

- 1. Difference between adverbs and prepositions
- 2. Correct use of prepositions

Try to eliminate such errors as

- a. *Between* the three of us there will be no trouble.
- b. He works *like* he expects to finish tonight.
- c. Someone *beside* us has been here.
- d. This test is different *than* the last one.
- e. Do you know where it is *at*?

F. Connectives

Teach

- 1. Coordinate and correlative conjunctions
- 2. Subordinate conjunctions (*if, since, as, although, while, because, as if*)
- 3. Conjunctive adverbs, (*therefore, however, nevertheless*)

While teaching clauses, emphasize the use of subordinate conjunctions and conjunctive adverbs.

G. Interjections

Review interjections

II. Development of the sentence

Review simple sentences.

Teach

- A. Independent and dependent clauses, emphasizing
 - 1. Recognition and usage of adjective and adverb clauses
 - 2. The difference between restrictive and non-restrictive clauses
 - 3. The use of subordination to express relationship between ideas
- B. The complex sentence (its structure and its use)

C. The compound sentence (its structure and its use)

Work hard to eliminate comma-splices, run-on sentences and sentence fragments.

Mechanics of Expression

I. Punctuation and capitalization

A. Review

1. Uses of the comma
2. Quotation marks for punctuating conversation

B. Teach as new work

1. The semicolon to divide parts of a compound sentence
2. The semicolon to separate items in series when the items have commas within them

II. Spelling

Review spelling demons. Utilize spelling lists compiled from student writing, spelling lists given in textbooks, and spelling lists given in Appendix XI.

Emphasize the rules governing

1. The formation of possessives and contractions
2. The addition of suffixes
 - a. To words of one syllable and to words accented on the last syllable
 - b. To words ending in "y"
 - c. To words ending in silent "e"

Teach spelling of plurals which do not end in "s" or "es".

LITERATURE

To the Teacher

The general objective of the program in literature is to teach students to read, to understand and to enjoy literature, so that they will continue to enlarge their intellectual horizons through reading after they have left high school. The teaching methods, the organization of the course and the selection of literature for study should all contribute to this objective.

There are two equally important parts of the literature program: classroom study and independent reading. In classroom study all students read the same selection and under the teacher's direction develop appreciation and insight. Independent reading provides the individual student with some choice in reading material and an opportunity to apply the skills and judg-

ments he has developed in the classroom. Classroom reading is often a spring-board to independent reading.

On each grade level the *Study Guide* provides for the careful study of two or three types of literature or a form of mass communication: Grade Nine—folk literature (the myth, the legend and the folk tale) the ballad, the one act play and the biography; Grade Ten—the full length play, narrative poetry and the newspaper; Grade Eleven—the short story, the novel, the American lyric and the magazine; Grade Twelve—the essay, lyric poetry and a Shakespearean play.

If the types indicated for each level are taught, students will have had contact with every important type of literature, as well as with newspapers and magazines, by the time they graduate. Other types of literature are listed on each level and should be included within the limits of time, the availability of material and the ability of the group of students.

The titles in the outline that follows were selected for variety. Since a classic may be defined as a literary composition which has gained recognition for its writing and for the quality of its ideas, both old and new works of recognized merit have been included. Also the lists include selections of various levels of difficulty. In choosing specific titles for study, teachers will be aware of their students' needs. Selections should provide some opportunity for students to relate the situations and attitudes expressed in literature to their own experience and, at the same time, provide some opportunity for growth. Suitable literature will give students better understanding of their own world and will open up new worlds to them.

See Appendix XIII, *Independent Reading*.

Outline of the Course

The purposes of the literature program in the tenth grade are

1. To encourage students to read widely, especially about cultures of other parts of the world
2. To give students intensive study in the full-length play, narrative poetry and the newspaper
3. To help students develop better reading vocabularies and better reading comprehension

The study of vocabulary should be integrated with the teaching of literature. Students will more easily learn new words as they are taught in the context of literature rather than in isolated vocabulary lists.

I. Content

Approximately one-third of the time should be devoted to literature. Focus the program upon enjoyment and appreciation of literature of other parts of the world. Although a basic text may be used, supple-

mentary material from other anthologies, short story and play collections and good magazines will be necessary.

A. Drama, as

- | | |
|---------------------------|----------------------------|
| 1. Capek | <i>R. U. R.</i> |
| 2. Day | <i>Life with Father</i> |
| 3. Gibson | <i>The Miracle Worker</i> |
| 4. Goodrich | <i>Diary of Anne Frank</i> |
| 5. Rattigan | <i>Winslow Boy</i> |
| 6. Rogers and Hammerstein | <i>The King and I</i> |
| 7. Shakespeare | <i>Julius Caesar</i> |
| 8. Shakespeare | <i>Twelfth Night</i> |

Students should study at least one full-length play as a class, preferably a Shakespearean play if they have not studied one in the ninth grade. Certainly television and radio drama, as well as the shorter play, constitute an important part in students' everyday life. The enjoyment and appreciation of these media can be stressed.

B. Poetry

1. Narrative poetry, as
 - a. Selections from *The Idylls of the King*
 - b. *The Rime of the Ancient Mariner*
 - c. *The Vision of Sir Launfal*

2. Lyric poetry (Use selections which interest the class.)

The reading of poetry in the tenth grade is part of a four-year program which will culminate in the reading of complex poetry in the senior year. If tenth grade students enjoy poetry in class and read it independently for pleasure, the program is well on its way. Poems of high quality should be selected on the basis of their appeal to students in a particular class. Teachers should refrain from subjecting tenth grade students to lectures on a poet's biography or on rhythm, rhyme, figures of speech or other poetic devices unless such lectures add to the students' interest in the poem or enhance their pleasure in reading it.

The poem itself should be the focus of class attention.

C. The short story

1. Stories of people and cultures of other lands
2. Stories of immigrants and their contributions to American culture
3. Stories of science fiction
4. Stories of humor
5. Stories of adventure

- D. Nonfiction selections (essays, biographical sketches, travel experience) as

1 Byrd	<i>Alone</i>
2. Heyerdahl	<i>Kon-Tiki</i>
3. Leacock	<i>My Financial Career</i>
4. Saint-Exupery	<i>Night Flight</i>
5. Sone	<i>Nisei Daughter</i>
6. Vining	<i>Windows for the Crown Prince</i>

- E. The novel, as

1. Annixter	<i>Swiftwater</i>
2. Dickens	<i>The Tale of Two Cities</i>
3. Eliot	<i>Silas Marner</i>
4. Godden	<i>An Episode of the Sparrows</i>
5. Kipling	<i>Kim</i>
6. Nordhoff and Hall	<i>Mutiny on the Bounty</i>
7. Steinbeck	<i>The Pearl</i>
8. Stevenson	<i>Kidnapped</i>
9. Twain	<i>The Prince and the Pauper</i>
10. Twain	<i>A Connecticut Yankee in King Arthur's Court</i>

Students should study at least one novel as a class, not for intensive study of content, style or form, but for enjoyment.

- F. The newspaper

Students should realize the impact of newspapers on the life and thought of American people. In reading widely and critically they should learn to distinguish between reportorial, editorial and feature writing. A newspaper unit will require a survey of many newspapers: local, state and national.

II. Independent reading

Students' reading in the tenth grade should contribute to their understanding of people in environments other than their own. It should help them grow in their knowledge and appreciation of literature so that, by the end of the year, they will almost have eliminated juvenile books from their reading.

See Appendix XIII, *Independent Reading* and Appendix XIV, *Suggestions for Book Reports*.

LIBRARY

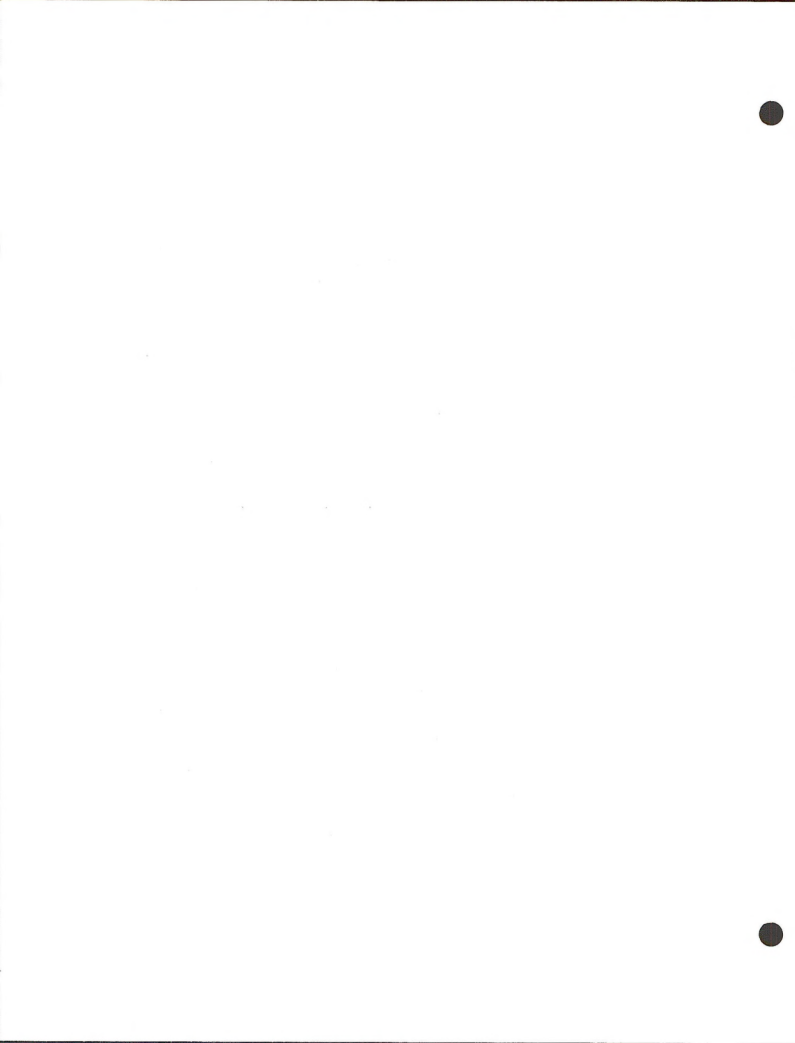
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Library lessons should be given from time to time when students need certain skills, either because of their own aggressive curiosity or because of classroom assignments. For the former, the teacher or librarian should give individual instruction. For the latter, group instruction is more efficient. Any library instruction, whether in the classroom or the library, should be followed by meaningful practice.

Appendix XV contains suggestions for the English teacher's library. Further suggestions and aids may be found in *A Suggested Guide for Montana School Libraries*, available at the office of the State Superintendent of Public Instruction. *The Standard Catalog for High School Libraries* recommends reference books for first purchase.

Teach use of

1. Broad divisions of the Dewey Decimal System and such specific call numbers as will meet students' needs
2. *Abridged Reader's Guide to Periodical Literature*
3. Atlases
4. Almanacs, such as
World Almanac
Information Please Almanac
Montana Almanac
5. Pamphlet files
6. Books of quotations, as
Oxford Dictionary of Quotations
 Bartlett *Familiar Quotations*
 Hoyt *Hoyt's New Cyclopedia of Practical Quotations*
7. These biographical reference books
Current Biography
Webster's Biographical Dictionary
 Kunitz *Junior Book of Authors*
 Kunitz *Twentieth Century Authors*
 Kunitz *Twentieth Century Authors Supplement*
8. Vertical file of occupational literature (optional)
9. Dictionaries of antonyms and synonyms (optional)



THE STUDY GUIDE

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State Department of Public Instruction

Harriet Miller, Superintendent

Helena, Montana

1959

Revised Edition, 1964



GRADE ELEVEN

SPEAKING AND LISTENING

To the Teacher

The *Study Guide* does not attempt to enter the special fields of drama, radio, debate, competitive declamation and other related activities. These are considered areas for elective subjects or for co-curricular activities. Students of evident talent in the special fields should be encouraged to enroll in speech electives.

The over-all objective of the speech program within the English course is to teach students to express their thoughts clearly, precisely and courteously in spoken English. Students must learn the skills of speech, e.g., voice control, pronunciation, enunciation, articulation and fluency. They must learn about language, e.g., the denotation and connotation of words, the levels of English usage, the power of language to sway opinion. They must learn to organize and develop their ideas for informal and formal speeches. Training in listening is a correlate of training in speaking. Students should become increasingly aware of the importance of polite, accurate and purposeful listening.

The *Study Guide*, in accordance with the Commission on the English Curriculum, presents a program in which speech "takes its place among the offerings of the total program in the English Language Arts, hoping to bring about in this way a close interrelationship among the various aspects of the program in communication arts."¹ The *Guide* contains exercises for speech improvement, but such practice will be ineffectual unless attention is given to speaking and listening in every class activity. Teachers who allow pupils to mumble or to give vague, careless statements in answering questions and contributing to class discussions will fail in teaching speech, no matter how carefully they coach platform speaking. To establish standards for oral work, teachers may wish to concentrate on speech for a period of time. These standards should then be reaffirmed and maintained in all class work. Training in speaking well, whether planned or incidental, should be a part of every unit.

Appendix XII contains a number of suggestions for the teaching of speech. However, English teachers without training in speech should endeavor to take summer courses. Other appendixes helpful to teachers of speech are XIV, *Suggestions for Book Reports*; XV, *Books and Other Aids for the Teacher*; and II through VI, the sample units.

¹The Commission on the English Curriculum, *The English Language Arts in the Secondary School*, New York: Appleton-Century-Crofts, Inc., 1950, p. 203.

Outline of the Course

Speech activities for grade eleven involve continuous application of those basic principles and techniques learned in grades nine and ten. Parliamentary procedure, for example, should be reviewed, since juniors will begin to take leadership in organizations and clubs. Teachers should introduce impromptu, extemporaneous and memorized short speeches. This work can be correlated with the regional and state speech contests. Every student should give at least three prepared talks before the class.

The purposes of the speech program in the eleventh grade are

1. To help students improve speaking and listening skills through a variety of short speeches, the subjects of which have been clearly defined and limited, and through practice in group discussions, interviewing, parliamentary procedure and oral reading
2. To teach students how to give effective impromptu, extemporaneous and memorized short speeches
3. To give students exercises in purposeful listening

I. Review activities

Students should continue to practice good habits of speaking and listening in

1. Oral reading
2. Short speeches
3. Parliamentary procedure
4. Interviewing
5. Group discussion, which can be correlated with American literature as in
 - a. Panel discussions of literature
 - (1) The American ballad
 - (2) The American stage
 - (3) Folk literature of the Northwest
 - b. Group discussion of ideas expressed in aphorisms or in longer quotations from literature
 - (1) "Imitation is suicide"—Emerson
 - (2) "Not what we give, but what we share,
For the gift without the giver is bare"—Lowell
 - (3) "Our life is frittered away by detail"—Thoreau

II. New activities

- A. The impromptu speech, as
 1. A report on a track or music meet, a tournament, or a hunting trip
 2. A talk at a pep assembly or banquet
 3. A talk on a favorite literary character

- B. The memorized speech, as
1. A speech to give or receive an award
 2. An introduction of an important after-dinner speaker or assembly speaker
 3. A welcome to an important person
- C. The extemporaneous speech (planned but not memorized) in which the student attempts to persuade others to read a particular book, vote for a certain candidate, or support a particular cause
- D. Exercises in listening for specific purposes, as
1. To remember instructions for completing an assignment
 2. To remember the main ideas of a lecture given by the teacher
 3. To learn detailed information given in a talk
 4. To determine the central idea of a speech given in the assembly
 5. To enjoy recordings of poetry
- E. Additional exercises in pronunciation and enunciation, using such words as
- | | | |
|------------|--------------|-------------|
| accurate | deficit | juvenile |
| apparatus | different | literature |
| applicable | education | maintenance |
| arctic | err | mischievous |
| attacked | exquisite | percolate |
| auxiliary | genuine | perform |
| because | geography | poem |
| cello | hundred | poinsettia |
| chasm | idea | probably |
| column | impotent | really |
| condolence | incognito | restaurant |
| conversant | incomparable | status |
| culinary | influence | superfluous |
| debris | interested | surprise |
| deference | gondola | theater |
- F. Training in vocabulary building and usage

Teach students to increase their speaking vocabularies through careful attention to words as conveyors of exact meaning. Insist on correct usage in all oral work. See Word Study, Grade Eleven.

WRITING

To the Teacher

The over-all objective of the writing program is to teach students to express their thoughts clearly, effectively and correctly in written English. Work in grammar, spelling, punctuation, vocabulary and sentence structure should contribute to this general objective. Where particular classes have special writing needs, teachers will have to adapt material to meet those needs. There is little point in teaching advanced writing to students who do not thoroughly understand the paragraph or know how to write intelligent letters.

Most of the fundamentals of grammar have been placed in the freshman and sophomore years. The junior and senior years have been reserved for the application of grammar to sentence construction in all kinds of writing. This does not mean that freshmen and sophomores should not write, but that the program is designed so that the last two years can be used for polishing. Freshman and sophomore teachers should give students instruction in the fundamentals of writing; junior and senior teachers, some little finesse with language.

Those teachers who have had training in structural linguistics may want to augment traditional grammar with structural grammar. The aim is not to avoid grammar but to find the most workable system of explaining the English language to students. In either case, it seems better to teach inductively, starting with examples and working into rules. Although there is nothing wrong with starting with a grammatical principle and then illustrating it, a far more effective procedure is to have students find for themselves, from a number of carefully prepared sentences, the principle for which they have a need.

Emphasis throughout the program is on the use of language for written communication. Although only the more advanced students may understand the complexities of the language, all students should, by graduation, be able to express themselves adequately and correctly. Students should write often, about many things, beginning with those kinds of writing they are most apt to use in later life.

Appendixes helpful to teachers of writing are VII, *Competencies in English Composition Expected of College Bound High School Students*; VIII, *Theme Topics*; IX, *Manuscript Form*; X, *The Library or Research Paper*.

Outline of the Course

The purposes of the writing program in the eleventh grade are

1. To offer students numerous opportunities to outline, and to write precis, letters, poems and various types of themes
2. To give students a thorough review of grammar and usage and to help them improve their written work by continued emphasis on correct punctuation, correct spelling and careful word choice
3. To teach students to recognize and use verbals effectively, especially with reference to improvement of sentence structure

Composition

This year students should write many kinds of themes. They should learn to adapt their styles of writing to specific purposes and specific readers. They need to understand, for example, that a straight news article about a particular event demands one kind of organization and style, and that an entertaining narrative of the same event demands another.

This year there should be an emphasis on variety in sentence patterns and sentence beginnings. Point out dangers of dangling verbal modifiers.

I. Theme activities

For all writing assignments, emphasize

1. Limiting the subject to one that can be covered in the time allowed
2. Selecting sufficient, pertinent and significant details.
3. Keeping details in order
4. Writing complete sentences
5. Developing good beginning and concluding sentences
6. Using variety in sentence structure
7. Using transition words to combine ideas
8. Proofreading and rewriting

Teach

A. Many short themes

1. Narrations and descriptions, as
 - a. Well-rounded narratives of real and imaginary events, anecdotes, etc.
 - b. Careful word pictures of people and events, interesting situations, etc.
2. Expositions, as
 - a. Definitions
 - b. Explanations of proverbs
 - c. Directions on how to do things
 - d. Instructions about where to go and what to do
 - e. Evaluations
3. Factual reports, as
 - a. A report on fire-fighting equipment in our town
 - b. A report on community-provided recreational facilities in our town as compared to those of neighboring towns
 - c. A report on repairs needed in the gymnasium
4. News articles, as
 - a. Articles about athletic events
 - b. Articles about decisions made by school clubs
 - c. Articles about interviews with prominent people
 - d. Articles about coming events

5. Precis, as
 - a. Precis of lectures given in class
 - b. Precis of chapters and sections of textbooks which students are studying in other classes
 - c. Precis of magazine articles about people, events and ideas important to students
6. Business communications, as
 - a. Letters of application
 - b. Letters asking for recommendations
 - c. Letters of introduction
 - d. Telegrams and radiograms
7. Social letters, as
 - a. Letters of congratulation
 - b. Letters of condolence
 - c. Letters of introduction
 - d. Letters of appreciation for favors
- B. One long paper, as
 1. A biography of a parent or relative
 2. A character sketch of a friend
 3. A paper of factual information about a profession or a trade
 4. A careful explanation of a local problem

(See Appendix X, *The Library or Research Paper*.)
- C. Some creative writing, as
 1. A ballad, a lyric, or a narrative poem
 2. Short dramatizations, e.g., a skit for the assembly
 3. Radio and TV scripts
 4. Plays
 5. Short stories

All students should be encouraged to do some creative writing. The last three items above may well be reserved for the more talented students, who should be encouraged to try at least one long piece of writing.

See Appendix VIII, *Theme Topics*, Appendix IX, *Manuscript Form*.

II. Outlining

Use and expand the outline form established in grades nine and ten for organizing longer themes. Emphasize

1. Effective arrangement of ideas by space order, time order, etc.
2. Parallelism in the outline form
3. Correct punctuation, capitalization and spelling

III. Word Study

A. Vocabulary

In the eleventh grade students should be conscious of their own vocabulary needs and be using, independently, dictionary skills already acquired. Devote class time to discussions of

1. Formal English
2. Informal English
3. Colloquialisms
4. Vulgarisms
5. Provincialisms
6. Euphemisms
7. Slang
8. Idiom

Spend considerable time on the pronunciation, meaning and usage of such words as

accept, except	nor, or
admittance, admission	passed, past
affect, effect	beside, besides
allusion, illusion	party, person
avocation, vocation	character, reputation
whether, weather	formerly, formally
disinterested, uninterested	latter, later
emigrant, immigrant	balance, remainder
eminent, imminent	quite, quiet, quit
hanged, hung	borrow, lend, loan
persecute, prosecute	both, each
respectfully, respectively	likely, liable, apt
statue, stature, statute	in, into
then, than	imply, infer
loose, lose	in, at
complement, compliment	adapt, adopt
consul, council, counsel	adverse, averse
contemptible, contemptuous	advise, advice
continual, continuous	assent, ascent
credible, creditable	censor, censure
picture, pitcher	conscience, conscieus

B. Dictionary

In keeping with the study of easily confused words, emphasis in dictionary study should be upon

1. Discrimination in use of word meanings
2. Effective use of the unabridged dictionary

Grammar

Diagnostic tests will reveal those fundamentals of grammar and usage which need to be reinforced. This year teach verbals, pointing out the danger of dangling verbal modifiers. Continue to teach grammar as a means to an end—more effective expression—and not as an end in itself.

I. Parts of speech

A. Nouns and pronouns

Emphasize

1. Use of clauses, phrases and verbals as nouns
2. Use of the pronoun with the gerund and the infinitive
3. Proper use of *who* and *whom*
4. Use of pronouns as predicate nominatives
5. Use of pronouns as objects of verbs and verbals
6. Use of pronouns as objects in prepositional phrases, as
 - a. Just between you and *me* (not *I*) it doesn't matter.
 - b. He gave it to Harry and *me* (not *I*).
 - c. He walked by Jim and *her* (not *she*) without speaking.

B. Verbs

Teach

1. Discrimination in the use of the active and passive voice especially in writing narratives
2. Linking verbs (especially *seem*, *appear*, *become*, *look*) and their complements
3. Progressive and emphatic verb forms and their use
4. The sequence of tenses in writing narratives
5. Recognition of the indicative and imperative moods, and of special forms of the subjunctive as
 - a. I wish I were . . .
 - b. I move the meeting be adjourned.

C. Modifiers

Emphasize

1. Use of clauses, phrases and verbals as adjectives and adverbs
2. Use of nouns as adjectives and adverbs

D. Connectives

Emphasize

1. Coordinate and subordinate conjunctions
2. Careful selection of conjunctions to give the intended meaning

II. The sentence

Teach students not only to recognize participles, gerunds and infinitives but also to use them correctly in sentences.¹

Try to eliminate

1. Faulty pronoun reference
 - a. Harry told Fred that he would become a great opera star. (ambiguous reference)
 - b. She called me to help her move the piano, but I paid no attention to it. (indefinite reference)
 - c. My uncle came to see me and helped with the work, which pleased me greatly. (broad reference)
 - d. They say he is honest. (broad reference)
2. The connecting of unrelated ideas, as
 - a. I won the race, and I like chocolate candy.
 - b. Mr. Jones is my teacher, and he has six children.
3. Mixed figures of speech, as
 - a. Keep your shoulder to the wheel as you climb the ladder of success.
 - b. He sank his teeth into the book and then waded into it.
4. Dangling and misplaced modifiers, as
 - a. The author says what he intends to do in the first paragraph. (misplaced modifier)
 - b. After sitting down, the juke-box started to play. (dangling modifier)
 - c. By working rapidly, the assignment was soon finished. (dangling modifier)
5. Excessive coordination, as
 - a. The people crowded into the room, and the air was stuffy, and the noise made me nervous.
 - b. We finished the game and we went home and we were tired.
6. Shifts in number, person, tense, voice, mood and point of view, as
 - a. First *buy* the equipment; then you *should find* a place to work.
 - b. *I* stayed home to watch TV, which was so blurry *you* could hardly see it.
7. Improper subordination (putting main ideas in subordinate constructions)
 - a. I was walking down the street when I saw the fire trucks.
 - b. I walked to the library, losing all my money on the way.
8. Run-on sentences, comma-splices and fragments.

¹Most dangling participles occur at the beginning of sentences. Francis Christensen, in a study reported in the October, 1963, issue of *College English*, examined two hundred consecutive sentences from the works of each of twenty well-known recent or contemporary writers. Of the four thousand sentences, only forty-seven begin with verbals. Therefore, teaching students to use participles as sentence openers seems unjustifiable.

Emphasize

1. Using correlatives correctly
 - a. He was *not only* kind *but also* helpful.
 - b. *Neither* you *nor* I must stay.
2. Using appositives and verbal phrases to eliminate wordiness
3. Using proper sequence of tenses, as
 - a. The students rise as the assembly speaker *enters* (not *entered*).
 - b. The hunter went into the woods and there *saw* (not *sees*) a deer.

Mechanics of Expression

I. Punctuation and capitalization

Review the work of preceding year.

Emphasize

1. Use of the comma with verbal phrases, parenthetical expressions, appositives, non-restrictive clauses and phrases
2. Use of the colon for enumerations
3. Use of quotation marks for dialogue
4. Use of the dash for a sudden break in thought
5. Use of italics in quoting foreign words and phrases

Teach students not to put commas between subjects and verbs, or between verbs and complements unless there are interrupting words, phrases or clauses. Guard against incorrect use of the colon. In "My three friends are Joe, Mary and Jim" the word *are* is not followed by a colon. In "The class will study the following countries: Bolivia, Ecuador and Peru," the colon precedes the series.

II. Spelling

Help students achieve

1. Mastery of the most commonly used words (See Appendix XI.)
2. Understanding of how words are built
3. Independence in the use of the dictionary
4. Responsibility for spelling correctly words used in writing

Utilize spelling lists in texts. Refer to Appendix XI, *Spelling Lists*.

LITERATURE

To the Teacher

The general objective of the program in literature is to teach students to read, to understand and to enjoy literature, so that they will continue to enlarge

their intellectual horizons through reading after they have left high school. The teaching methods, the organization of the course and the selection of literature for study should all contribute to this objective.

There are two equally important parts of the literature program: classroom study and independent reading. In classroom study all students read the same selection and under the teacher's direction develop appreciation and insight. Independent reading provides the individual student with some choice in reading material and an opportunity to apply the skills and judgments he has developed in the classroom. Classroom reading is often a springboard to independent reading.

On each grade level the *Study Guide* provides for the careful study of two or three types of literature or a form of mass communication: Grade Nine—folk literature (the myth, the legend and the folk tale) the ballad, the one act play and the biography; Grade Ten—the full length play, narrative poetry and the newspaper; Grade Eleven—the short story, the novel, the American lyric and the magazine; Grade Twelve—the essay, lyric poetry and a Shakespearean play.

If the types indicated for each level are taught, students will have had contact with every important type of literature, as well as with newspapers and magazines, by the time they graduate. Other types of literature are listed on each level and should be included within the limits of time, the availability of material and the ability of the group of students.

The titles in the outline that follows were selected for variety. Since a classic may be defined as a literary composition which has gained recognition for its writing and for the quality of its ideas, both old and new works of recognized merit have been included. Also the lists include selections of various levels of difficulty. In choosing specific titles for study, teachers will be aware of their students' needs. Selections should provide some opportunity for students to relate the situations and attitudes expressed in literature to their own experience and, at the same time, provide some opportunity for growth. Suitable literature will give students better understanding of their own world and will open up new worlds to them.

See Appendix XIII, *Independent Reading*.

Outline of the Course

The purposes of the literature program in the eleventh grade are

1. To encourage students to read widely, especially about American heritage, culture and ideals
2. To give students intensive study in the short story, the novel, American lyric and the magazine
3. To help students gain some appreciation and understanding of techniques of good writing through the use of "irony, metaphor and important allusion, not as decoration, but as a means of expressing ideas."¹

¹The Commission on the English Curriculum of the National Council of Teachers of English, *The English Language Arts in the Secondary School*. 1956. p. 137.

4. To help students develop better reading vocabularies and better reading comprehension

The study of vocabulary should be integrated with the teaching of literature. Students will more easily learn new words if they are taught in the context of literature rather than in isolated vocabulary lists.

I. Content

Approximately one-half of the time should be devoted to literature. Enjoyment and understanding of American literature is the primary concern of the literature program this year. Since the short story is America's most important contribution to literature, special attention should be given to this genre. Although a basic text may be used, supplementary material from other anthologies, short story and play collections and good magazines will be necessary.

A. The short story

1. Stories that increase understanding of American life, as
 - a. Stories about modern problems
 - b. Stories depicting life in certain regions of America
 - c. Stories depicting life in America's past
2. Stories by authors who have contributed to the development of the short story, as
 - a. Benet, Stephen
 - b. Cather, Willa
 - c. Clemens, Samuel
 - d. Crane, Stephen
 - e. Faulkner, William
 - f. Hawthorne, Nathaniel
 - g. Hemingway, Ernest
 - h. Irving, Washington
 - i. London, Jack
 - j. Poe, Edgar Allen
 - k. Porter, Kathrine
 - l. Porter, Sydney
 - m. Steele, Wilbur
 - n. Steinbeck, John

Teachers may wish to teach the development of the short story from Irving to Faulkner, touching upon local color, romanticism, realism, naturalism and modern trends. Awareness of irony as a literary device is essential to the understanding of many short stories.

B. The novel, as

- | | |
|--------------|--|
| 1. Buck | <i>The Good Earth</i> |
| 2. Cather | <i>My Antonia</i> |
| 3. Clark | <i>The Oxbow Incident</i> |
| 4. Crane | <i>The Red Badge of Courage</i> |
| 5. Faulkner | <i>The Unvanquished</i>
<i>Intruder in the Dust</i> |
| 6. Hawthorne | <i>The Scarlet Letter</i> |
| 7. Hersey | <i>A Single Pebble</i> |

8. Lee	<i>To Kill a Mockingbird</i>
9. Lewis	<i>Arrowsmith</i> <i>Babbitt</i>
10. Melville	<i>Moby Dick</i>
11. Richter	<i>The Trees</i>
12. Rolvaag	<i>Giants in the Earth</i>
13. Saroyan	<i>Human Comedy</i>
14. Tarkington	<i>Alice Adams</i>
15. Twain	<i>Huckleberry Finn</i>
16. Wharton	<i>Ethan Frome</i>
17. Wilder	<i>Bridge of San Luis Rey</i>

This year the novel should be studied as a literary genre.

C. The magazine

1. News magazines
2. Picture magazines
3. General magazines
4. Literary magazines
5. Magazines of special interest

The chief objectives of magazine study are to help students (1) realize the impact of magazines on the life and thought of American people, (2) learn to become more critical and discriminating readers of magazine material, (3) evaluate magazines so that they can distinguish the better magazines from the trivial and the harmful. The unit will require a survey of many kinds of periodicals. See Appendix V, *Magazines In America*, a Sample Unit.

D. Poetry

1. Poems that appeal to young people
 - a. Lyrics, both old and new
 - b. Narrative poetry of historical or regional significance
 - c. Songs of American folklore

For maximum enjoyment and understanding of poetry, students need to (1) listen to poetry read aloud and read selections orally themselves, (2) read selections of both old and modern poets, (3) read selections that have relation to students' lives and experiences, (4) read independently as well as in class and (5) become aware of poetic imagery as a means of understanding. Rhythm and general movement of poetry should be stressed rather than the terminology of imagery or of complicated rhyme patterns. Simile, metaphor, alliteration

tion, personification and onomatopoeia may be pointed out as occasion demands.

2. A study of American poetry should include selections from the work of such poets as

- | | |
|--------------------------|------------------------|
| a. Benet, Stephen | l. Masters, Edgar Lee |
| b. Ciardi, John | m. Millay, Edna St. V. |
| c. Cummings, E. E. | n. Moore, Marianne |
| d. Dickinson, Emily | o. Poe, Edgar Allen |
| e. Eliot, T. S. | p. Robinson, Edwin A. |
| f. Emerson, Ralph Waldo | q. Roethke, Theodore |
| g. Frost, Robert | r. Sandburg, Carl |
| h. Holmes, Oliver W. | s. Shapiro, Karl |
| i. Lindsay, Vachel | t. Teasdale, Sara |
| j. Longfellow, Henry W. | u. Whitman, Walt |
| k. Lowell, James Russell | v. Wylie, Elinor |

E. Drama, as

- | | |
|-------------|--------------------------------|
| 1. Connelly | <i>Green Pastures</i> |
| 2. Miller | <i>The Crucible</i> |
| 3. O'Neill | <i>The Hairy Ape</i> |
| 4. Saroyan | <i>The Beautiful People</i> |
| 5. Sherwood | <i>Abe Lincoln in Illinois</i> |
| 6. Wilder | <i>Our Town</i> |
| 7. Williams | <i>Glass Menagerie</i> |

In class reading of one or more plays, students should learn the skill of reading plays so that they can read many plays individually. When students are discussing and sharing their independent reading experiences in class, the alert teacher will explain such terminology as comedy, tragedy, satire, farce and melodrama as the need arises. Students may find in drama some criticism of American life. The teacher should so direct class discussion that students will approach movies, TV drama and recordings of plays with a discriminating and discerning point of view.

F. Biography

- | | |
|---------------------------------|---------------------------------------|
| 1. Biographies by Americans, as | |
| a. Bowen | <i>Yankee from Olympus</i> |
| b. Brickhill | <i>Reach for the Sky</i> |
| c. Gunther | <i>Death Be Not Proud</i> |
| d. Sandburg | <i>Sandburg's Lincoln Biographies</i> |

2. Autobiographies of Americans, as
 - a. Baker *Out on a Limb*
 - b. Buck *My Several Worlds*
 - c. DeMille *Dance to the Piper*
 - d. Dooley *Deliver Us from Evil*
 - e. Stuart *The Thread that Runs so True*
 - f. Wong *Fifth Chinese Daughter*

G. The essay

1. Formal essays by such authors as
 - a. Emerson, Ralph Waldo
 - b. Franklin, Benjamin
 - c. Jefferson, Thomas
 - d. Paine, Thomas
 - e. Thoreau, Henry
2. Informal essays by such authors as
 - a. Ciardi, John
 - b. Day, Clarence
 - c. Thurber, James
 - d. White, E. B.

Students should read all types of essays, both literary and popular, both old and new.

II. Independent reading

Students' independent reading in the eleventh grade should contribute to their understanding of various facets, regional and ideological, of American life. Students who are below grade level in reading ability can grow in appreciation and understanding of literature by reading such books as Hemingway's *Old Man and the Sea*, Lane's *Let the Hurricane Roar* and Patton's *Good Morning Miss Dove*.

LIBRARY

Since efficient use of the library is essential not only to scholastic success in high school and in college but also to independent continuation of intellectual growth, students should receive effective and systematic instruction in all skills of using the library. Accordingly, the *Study Guide* recommends specific skills to be taught at each level.

Library lessons should be given from time to time when students need certain skills, either because of their own aggressive curiosity or because of classroom assignments. For the former, the teacher or librarian should give individual instruction. For the latter, group instruction is more efficient. Any library instruction, whether in the classroom or the library, should be followed by meaningful practice.

Appendix XV contains suggestions for the English teacher's library. Further suggestions and aids may be found in *A Suggested Guide for Montana School Libraries*, available at the office of the State Superintendent of Public Instruction. *The Standard Catalog for High School Libraries* recommends reference books for first purchase.

Teach the use of

1. These biographical reference books

	<i>Who's Who in America</i>
Kunitz.....	<i>Dictionary of American Biography</i>
Kunitz.....	<i>American Authors, 1600-1900</i>

2. Indexes to literature

Bruchon.....	<i>Subject Index to Poetry</i>
Granger.....	<i>Short Story Index</i>
Granger.....	<i>Index to Poetry and Recitations</i>

3. Handbooks for literature

	<i>Cambridge History of American Literature</i>
	<i>Contemporary American Authors</i>
	<i>Literary History of the United States</i>
Hart.....	<i>Oxford Companion to American Literature</i>
Millet.....	<i>A Short History of American Literature based on the</i>
	<i>Cambridge History of American Literature</i>

4. Dictionaries of usage

	<i>Concise Oxford Dictionary of Current English</i>
Fowler.....	<i>A Dictionary of Modern English Usage</i>

5. Dictionaries of antonyms and synonyms

	<i>Webster's Dictionary of Synonyms</i>
	<i>Crabb's English Synonyms</i>
	<i>Roget's Thesaurus of English Words and Phrases</i>

6. Critical reviews of books found in such periodicals as

<i>Book Review Digest</i>	<i>Harper's</i>	<i>Time</i>
<i>Saturday Review</i>	<i>Atlantic</i>	<i>Newsweek</i>

7. Vertical file of occupational literature

THE STUDY GUIDE

In

ENGLISH

Grade 12

State Department of Public Instruction

Harriet Miller, Superintendent

Helena, Montana

1959

Revised Edition, 1964



GRADE TWELVE

Speaking And Listening

To the Teacher

The *Study Guide* does not attempt to enter the special fields of drama, radio, debate, competitive declamation and other related activities. These are considered areas for elective subjects or for co-curricular activities. Students of evident talent in the special fields should be encouraged to enroll in speech electives.

The over-all objective of the speech program within the English course is to teach students to express their thoughts clearly, precisely and courteously in spoken English. Students must learn the skills of speech, e.g., voice control, pronunciation, enunciation, articulation and fluency. They must learn about language, e.g., the denotation and connotation of words, the levels of English usage, the power of language to sway opinion. They must learn to organize and develop their ideas for informal and formal speeches. Training in listening is a correlate of training in speaking. Students should become increasingly aware of the importance of polite, accurate and purposeful listening.

The *Study Guide*, in accordance with the Commission on the English Curriculum, presents a program in which speech "takes its place among the offerings of the total program in the English Language Arts, hoping to bring about in this way a close interrelationship among the various aspects of the program in communication arts."¹ The *Guide* contains exercises for speech improvement, but such practice will be ineffectual unless attention is given to speaking and listening in every class activity. Teachers who allow pupils to mumble or to give vague, careless statements in answering questions and contributing to class discussions will fail in teaching speech, no matter how carefully they coach platform speaking. To establish standards for oral work, teachers may wish to concentrate on speech for a period of time. These standards should then be reaffirmed and maintained in all class work. Training in speaking well, whether planned or incidental, should be a part of every unit.

Appendix XII contains a number of suggestions and references for the teaching of speech. However, English teachers without training in speech should endeavor to take summer courses. Other appendixes helpful to teachers of speech are XIV, *Suggestions for Book Reports*; XV, *Books and Other Aids for the Teacher*; and II through VI, the sample units.

¹The Commission on the English Curriculum, *The English Language Arts in the Secondary School*, New York: Appleton-Century-Crofts, Inc., 1956. p. 203.

Outline of the Course

This year should provide opportunities for students to realize full employment of the speech skills they have already learned. Those with special talent and interest should be encouraged to participate in such extra-curricular activities as drama, debate, and speech contests. Each student should have at least three opportunities to speak before the class.

The purposes of the speech program in the twelfth grade are

1. To help students cement speaking and listening skills through a variety of impromptu, extemporaneous and memorized speeches, and through further practice in group discussions, interviewing, parliamentary procedure and oral reading
2. To teach students to give speeches from their own manuscripts
3. To teach students to give critical analyses based on careful reading and listening

I. Review activities

Students should continue to practice good habits of speaking and listening in

1. Oral reading
2. Parliamentary procedure
3. Interviewing
4. Group discussion
5. Panels and symposiums
6. Impromptu, extemporaneous and memorized speaking as
 - a. Announcements of coming events
 - b. Directions
 - c. Explanations of school regulations
 - d. Acceptances of scholarship, music and athletic awards
 - e. Introductions of speakers

II. New activities

- A. Speeches from manuscript (possibly for radio or the school's public address system), as
 1. A sales talk for a student activity
 2. A plea for public support of a service project such as March of Dimes or Red Cross
- B. Comprehensive book and magazine reports, involving reading to gather information, taking notes, making a bibliography and making an outline
- C. Exercises in critical listening

Seniors are mature enough to learn to distinguish facts from false propaganda, genuine sentiment and sincerity from sentimentality. Assignments might be

1. A critical analysis of a political speech
 2. A critical report on a radio or TV program, or on radio or TV advertising
 3. A critical review of a debate
- D. Exercises in pronunciation and enunciation, using such words as
- | | | |
|-------------------|-------------|--------------|
| acumen | facade | miniature |
| agenda | facsimile | Mozart |
| apropos | faux pas | museum |
| bona-fide | finale | naive |
| chaos | finis | panacea |
| chastisement | flaccid | peremptory |
| contrary | futile | perspiration |
| connoisseur | genealogy | posthumous |
| dirigible | hereulean | precedence |
| dramatis personae | integral | preferable |
| ensemble | irreparable | repertoire |
| epitome | irrevocable | sacrilegious |
| equitable | Italian | suite |
| errata | long-lived | table d'hôte |
| esprit de corps | machination | ultimatum |
- E. Training in vocabulary building and usage
- Teach students to increase their speaking vocabularies through careful attention to words as conveyors of exact meaning. Insist on correct usage in all oral work. See Word Study, Grade Twelve.

WRITING

To the Teacher

The over-all objective of the writing program is to teach students to express their thoughts clearly, effectively and correctly in written English. Work in grammar, spelling, punctuation, vocabulary and sentence structure should contribute to this general objective. Where particular classes have special writing needs, teachers will have to adapt material to meet those needs. There is little point in teaching advanced writing to students who do not thoroughly understand the paragraph or know how to write intelligent letters.

Most of the fundamentals of grammar have been placed in the freshman and sophomore years. The junior and senior years have been reserved for the application of grammar to sentence construction in all kinds of writing. This does not mean that freshmen and sophomores should not write, but that the program is designed so that the last two years can be used for polishing. Freshman and sophomore teachers should give students instruction in the fundamentals of writing; junior and senior teachers, some little finesse with language.

Those teachers who have had training in structural linguistics may want

to augment traditional grammar with structural grammar. The aim is not to avoid grammar but to find the most workable system of explaining the English language to students. In either case, it seems better to teach inductively, starting with examples and working into rules. Although there is nothing wrong with starting with a grammatical principle and then illustrating it, a far more effective procedure is to have students find for themselves, from a number of carefully prepared sentences, the principle for which they have a need.

Emphasis throughout the program is on the use of language for written communication. Although only the more advanced students may understand the complexities of the language, all students should, by graduation, be able to express themselves adequately and correctly. Students should write often, about many things, beginning with those kinds of writing they are most apt to use in later life.

Appendixes helpful to teachers of writing are VII, *Competencies in English Composition Expected of College Bound High School Students*; VIII, *Theme Topics*; IX *Manuscript Form*; X, *The Library or Research Paper*.

Outline of the Course

Since the writing courses of the three preceding years have laid a foundation for competent use of language, the purposes of the writing program in the twelfth grade are

1. To offer students numerous opportunities to write many different kinds of themes and letters
2. To help students use clear, correct and effective sentences in speech and writing
3. To give students a thorough review of grammar, mechanics and usage
4. To encourage students to become self-reliant in using library materials, in building their own vocabularies, in analyzing their own thinking and in expressing their own ideas

Composition

Before the writing program is initiated, the needs of the class should be ascertained by a series of diagnostic tests. Individual students should be encouraged to assume responsibility for their own improvement. Students should write, write, and write about ideas, places, people and things that are intriguing and significant to them. They should also master the practical kinds of communications that will be demanded of them as adults. For help with slower students, see Appendix I, *Suggestions for a Terminal Course for Twelfth Grade English*.

I. Theme activities

For all writing activities, emphasize

1. Limiting the subject to one that can be covered in the time allowed
2. Selecting sufficient, pertinent and significant details
3. Keeping details in order
4. Writing complete sentences
5. Developing good beginning and concluding sentences
6. Using variety in sentence structure
7. Using transition words to combine ideas
8. Proofreading and rewriting

Teach

A. Utilitarian writing, as

1. Business letters of all kinds
2. Objective reports of first-hand investigations, as
 - a. A report on fire hazards in our town
 - b. A report to a friend on the condition of a second-hand car up for sale
 - c. A report on traffic regulations in our town
3. Reports of interviews
4. News articles, reports, announcements
5. Advertisements of school and community entertainments
6. Directions for making things, doing things, handling situations, traveling to remote places, etc.

B. Persuasive letters and articles, as

1. Articles attempting to secure school and community support for plans and projects
2. Letters to friends trying to persuade them to join in particular work and recreation activities
3. Articles analyzing difficulties and problems in the school and community, and suggesting changes

C. Critical writing, as

1. Analyses of propaganda techniques in magazines and newspapers
2. Criticisms of specific political, literary or social points of view
3. Criticisms of one another's papers and speeches
4. Criticisms of ideas in literature

- D. Some creative writing (See Grade Eleven, Writing, Section C.)
- E. Optional long paper (See Appendix X, *The Library or Research Paper*)

II. Outlining

Use the outline forms established in previous grades. (See Grade Eleven.)

III. Word study

A. Vocabulary

Students increase their vocabularies by reading extensively and paying close attention to new words. Encourage each senior to keep his own vocabulary notebook and to study words independently.

Stress use of words which say precisely what is meant.

B. Dictionary

Review the work of the previous year. Encourage each senior to own a dictionary.

Grammar

This year students should continue using their knowledge of grammatical concepts to improve their written and spoken expression. They should be able to analyze their own sentences for grammatical correctness. This will be the last time some students will have instruction in correct usage.

I. Parts of speech

Since recognition and usage have been taught previously, a review, as intensive and extensive as the need indicates, is all that is necessary. A diagnostic test at the beginning of the year will indicate student weaknesses. Emphasis should be on usage in all oral and written communications.

II. The sentence

A. Work hard to eliminate the following sentence errors.

1. Over-coordination by stringing sentences together with *and*, *but* and *so*
2. Short, choppy sentences, unless used for a purpose
3. Shifts from one construction to another, as
 - a. When a person has spent a year abroad on a fellowship, you are reluctant to come home to an ordinary job. (person)
 - b. Take your umbrella. They will be needed today. (number)
 - c. He wrote his test and then gets up and leaves. (tense)
4. Faulty pronoun reference, as
 - a. My father is a court reporter. That is a profession I am interested in. (implied)
 - b. Jane told Mary that she had won the prize. (ambiguous)

5. Dangling modifiers and misplaced modifiers, as
 - a. Having straightened up our room, the house was clean. (dangling)
 - b. I planned on the next day to write my test. (misplaced)
 6. Lack of parallelism among similar grammatical constructions, as
 - a. During World War II he had been in Europe, fought in Italy, and was given many medals.
 - b. I debated whether I should give the beggar money or to offer him food.
 7. Incorrect connectives, as
 - a. He acted *like* he didn't care.
 - b. He bought the radio *off of* his friend.
 8. Incorrect use of *when* and *where* in definitions, as
 - a. A geyser is *where* the water shoots up out of the ground.
 - b. A noun is *when* you have a person, place, or thing.
 9. Run-on sentences, comma-splices and fragments, which are inexcusable in senior papers
 10. Carelessness in choice of words
- B. Teach students to improve their writing by using
1. A variety of sentence beginnings, as
 - a. *Because the child was afraid*, he hid in the closet. (adverb clause)
 - b. *Quickly* he ran to the rescue. (adverb)
 - c. *To carry* a bushel of potatoes is not easy. (infinitive)
 - d. *In this case* I recommend leniency. (prepositional phrase)
 2. Appositives, as
 - a. Jack London, author of *Call of the Wild*, had an adventurous life.
 - b. That was Joe, my best friend.
 3. Compound elements, as
 - a. Later John wrote his theme and gave his report.
 - b. He wrote his theme and then proofread it.
 4. Parallel structure, as
 - a. We were told to write in ink, to use only one side of the paper, to endorse the paper properly, and to hand it in on time.
 - b. He was admired not for his ability, but for his courage.
 5. Balanced sentences, as
 - a. Making resolutions is easy; keeping them is difficult.
 - b. Mary likes swing; I prefer jazz.

6. Periodic sentences, as
 - a. After she had yawned and complained, she got out of bed.
 - b. In the distance, outlined against the clear blue sky, were the snow-capped mountains.
7. The active voice for terseness and forcefulness
8. Proper subordination
9. Dialogue

Mechanics of Expression

I. Punctuation and capitalization

Review.

Teach refinements in the use of these punctuation marks

1. Comma
2. Semicolon
3. Quotation marks (single and double)
4. Colon
5. Parentheses
6. Dash
7. Brackets
8. Ellipsis

II. Spelling

Review the fundamental rules of spelling.

Master the simple troublemakers. (See Appendix XI, *Spelling Lists*.)

LITERATURE

To the Teacher

The general objective of the program in literature is to teach students to read, to understand and to enjoy literature, so that they will continue to enlarge their intellectual horizons through reading after they have left high school. The teaching methods, the organization of the course and the selection of literature for study should all contribute to this objective.

There are two equally important parts of the literature program: classroom study and independent reading. In classroom study all students read the same selection and under the teacher's direction develop appreciation and insight. Independent reading provides the individual student with some choice in reading material and an opportunity to apply the skills and judgments he

has developed in the classroom. Classroom reading is often a springboard to independent reading.

On each grade level the *Study Guide* provides for the careful study of two or three types of literature or a form of mass communication: Grade Nine—folk literature (the myth, the legend and the folk tale) the ballad, the one act play and the biography; Grade Ten—the full length play, narrative poetry and the newspaper; Grade Eleven—the short story, the novel, the American lyric and the magazine; Grade Twelve—the essay, lyric poetry and a Shakespearean play.

If the types indicated for each level are taught, students will have had contact with every important type of literature, as well as with newspapers and magazines, by the time they graduate. Other types of literature are listed on each level and should be included within the limits of time, the availability of material and the ability of the group of students.

The titles in the outline that follows were selected for variety. Since a classic may be defined as a literary composition which has gained recognition for its writing and for the quality of its ideas, both old and new works of recognized merit have been included. Also the lists include selections of various levels of difficulty. In choosing specific titles for study, teachers will be aware of their students' needs. Selections should provide some opportunity for students to relate the situations and attitudes expressed in literature to their own experience and, at the same time, provide some opportunity for growth. Suitable literature will give students better understanding of their own world and will open up new worlds to them.

See Appendix XIII, *Independent Reading*.

Outline of the Course

The purposes of the literature program in the twelfth grade are

1. To encourage students to read widely, especially about the heritage, culture and ideals of England and the rest of the world
2. To give students intensive study in the essay, the metrical tale, all kinds of lyric poetry and a Shakespearean play
3. To help students recognize the poets' use of poetic language, their perceptions of beauty and their glimpses of truth
4. To help students develop better reading vocabularies and better reading comprehension

The study of vocabulary should be integrated with the teaching of literature. Students will more easily learn new words if they are taught in the context of literature rather than in isolated vocabulary lists.

I. Content

Approximately one-half of the time should be devoted to literature. Focus the program upon enjoyment and understanding of English and world

literature. Although a basic text may be used, supplementary materials from other anthologies, essay and poetry collections, and good magazines will be necessary.

A. Poetry

1. Narrative poems, as
 - a. *Beowulf*
 - b. Keats' *The Eve of Saint Agnes*
 - c. Selections from Chaucer's *The Canterbury Tales*
 - d. Selections from Ciardi's translation of Dante's *Inferno*.
2. Lyrics, as
 - a. Sonnets of Shakespeare, Milton, Wordsworth, Keats
 - b. Poetry by Romantic and Victorian poets as Burns, Gray, Blake, Shelley, Keats, Coleridge, Wordsworth, Tennyson, Browning
 - c. Modern poetry by British poets as Hardy, Thomas, Eliot, Auden, Kipling, Yeats, de la Mare
 - d. Poetry by poets of other parts of the world

For maximum enjoyment and understanding of poetry, students need to (1) listen to poetry read aloud and read selections orally themselves, (2) read selections of both old and modern poets, (3) read selections that have some relation to students' lives and experiences, (4) read independently as well as in class, (5) become aware of poetic imagery as a means of understanding and (6) stress rhythm or general movement rather than terminology of complicated metrical and rhyme patterns.

B. Drama

1. Verse drama, as
 - a. *Macbeth*
 - b. *Hamlet*
 - c. *Othello*
2. Prose drama, as
 - a. Chekhov *The Cherry Orchard*
 - b. Goldsmith *She Stoops to Conquer*
 - c. Housman *Victoria Regina*
 - d. Ibsen *An Enemy of the People*
 - e. Miller *All My Sons*
 - f. Rostand *Cyrano de Bergerac*
 - g. Shaw *Pygmalion*

Students should study at least one Shakespearean drama and one prose drama as a class.

C. Biography excerpts, as

1. Boswell *The Life of Samuel Johnson*
2. Harrer *Seven Years in Tibet*

3. Pepys *The Diary*
4. Saint-Exupery *Wind, Sand, and Stars*
5. Strachey *Queen Victoria*
- D. The essay
 1. Formal essay, as
 - a. Newman's argumentative essays
 - b. Pope's critical essays
 - c. Bacon's essays
 2. Informal essays, as
 - a. Lamb's familiar essays
 - b. Addison's and Steele's excerpts from *The Spectator*
 - c. Articles from such magazines as *Atlantic*, *Harper's* and *The Saturday Review*
- E. The short story

Students should become familiar with representative short story writers from various countries, as Stevenson, Kipling, Mansfield, Chekhov, Conrad, Munro, O'Connor, de Maupassant, Lagerlof, Tolstoy, Maugham, Wells, Bjornson, Dinesen.
- F. Selections from newspapers and magazines

Students should continue their study of the newspaper and magazine, with special emphasis on recognition of propaganda techniques and fallacies of thinking.
- G. The novel, as
 1. Austen *Pride and Prejudice*
 2. Conrad *Lord Jim*
 3. Dickens *David Copperfield*
 4. Hardy *The Return of the Native*

II. Independent reading

Students' independent reading in the twelfth grade should contribute to their understanding and appreciation of ideas that have influenced western civilization. Reading should be taken from all the world's literature. Students should have experience with influential American authors such as Hemingway, Faulkner, O'Neill and Lewis, whose works may have been too mature for them on the junior level. They should have access to books of European, African and Eastern cultures, as Paton's *Cry, the Beloved Country*, Lin Yu-t'ang's *My Country and My People*, Benary-Isbert's *The Castle on the Border*, and Maugham's *Of Human Bondage*. Students below grade level in reading ability can find ideas in such works as Orwell's *Animal Farm*, Hilton's *Goodbye, Mr. Chips*, Steinbeck's *Grapes of Wrath*, and Guareschi's *Little World of Don Camillo*.

See Appendix I, *Suggestions for a Terminal Course for Twelfth Grade English*; Appendix XIII, *Independent Reading*.

LIBRARY

Since efficient use of the library is essential not only to scholastic success in high school and in college but also to independent continuation of intellectual growth, students should receive systematic instruction in all skills of using the library. Accordingly, the *Study Guide* recommends specific skills to be taught at each level.

Library lessons should be given from time to time when students need certain skills, either because of their own aggressive curiosity or because of classroom assignments. For the former, the teacher or librarian should give individual instruction. For the latter, group instruction is more efficient. Any library instruction, whether in the classroom or the library, should be followed by meaningful practice.

Appendix XV contains suggestions for the English teacher's library. Further suggestions and aids may be found in *A Suggested Guide for Montana School Libraries*, available at the office of the State Superintendent of Public Instruction. *The Standard Catalog for High School Libraries* recommends reference books for first purchase.

Teach the use of

1. Biographical reference books

Kunitz.....*British Authors before 1800*
 British Authors of the Nineteenth Century
Dictionary of National Biography
New Century Cyclopedia of Names (3 vol.)
Who's Who

2. Literary handbooks

Brewer.....*Dictionary of Phrase and Fable*
Benet.....*Reader's Encyclopedia*
Harvey.....*Oxford Companion to Classical Literature*
 Oxford Companion to English Literature
Sampson.....*The Concise Cambridge History of Literature*
Shipley.....*Handbook of World Literature*

APPENDIX I

Suggestions For A Terminal Course For Twelfth Grade English

It is recommended that the twelfth grade, especially, be divided into homogeneous groups whenever it is possible. The twelfth grade course in the main body of the *Guide* (referred to below as the academic course) is planned for students of at least average ability; outlined below are suggestions for teachers who are planning a course for students of low academic ability. In guiding students into groups, the following factors should be considered:

1. Ability, as shown by past performance, achievement tests, reading tests, and intelligence tests
2. Desire to complete a specific program
3. Future plans

If a student is capable of completing the academic course, he should not be allowed to take the terminal course simply because it will be easier for him. For good students, an arbitrary placement is suggested. Every student, however, should have the opportunity to take the academic course. Students of low ability who select the academic course should be told that it will be difficult for them, that course content will not be simplified for their benefit, and that their performance will be measured on a standard comparable to that of the other members of the class.

For most of the students in the terminal course, this will be the last exposure to formalized instruction in a classroom situation. One aim, therefore, should be a re-emphasis on reading, writing, speaking and listening. In addition, the class should continue work toward the objectives of the first three years of high school English. Within reason, let students read about, write about, talk about and listen to those things they need most and about which they are most concerned. The teacher, of course, will guide students into work which will challenge them.

Some suggested areas and many techniques, which have been successfully tried, follow.

I. The library

Stimulate curiosity and inquisitiveness about ideas, books, things and events.

- A. Teach students how to find information they want to know, by
 1. Re-emphasizing the use of simple reference tools, such as the dictionary, the encyclopedia, *Who's Who*, etiquette books, atlases, directories of schools and colleges, etc.
 2. Encouraging students to ask for help
 3. Making certain that students can use the card catalogue

- B. Teach students through various activities that the library is a source of miscellaneous, practical information, such as

1. How to paint furniture
2. How to train horses
3. How to identify trees, plants and birds
4. How to alter a pattern in dressmaking
5. How to identify the different breeds of dogs

Make a practice of sending the students to the library for information in which they are interested or in which you can create an interest.

II. Reading

Because pupils in the terminal course are quite likely to be poor readers, one of the main objectives of the year should be to increase their reading comprehension and speed. Following are some suggestions.

- A. Drill students in the various reading skills, using as material
1. Anthologies of literature
 2. Textbooks in other subjects
 3. Popular magazines
 4. Newspapers
 5. Workbooks designed to increase reading speed and comprehension
- B. Give students practice in reading such material as
1. Maps
 2. Graphs
 3. Charts
 4. Legal documents
 5. Statistical reports
 6. Directions for complicated processes
- C. Use the better popular magazines to
1. Encourage discrimination in choice of reading matter
 2. Help students to evaluate what they read
- D. Teach students to read the daily newspaper in order to
1. Stimulate an interest in current happenings
 2. Encourage thoughtful consideration of current problems
- E. Motivate the reading of such material as
1. The consumer guides
 2. Publications of the Better Business Bureau
 3. Handbooks of instructions that accompany appliances, machines, tools, etc.

III. Literature

Although the literature chosen for this class must be within the comprehension of the students, the teacher must be careful not to sacrifice quality. Some suggestions for planning the program follow.

- A. Adapt the literature program to the needs of the class by
 - 1. Selecting a literature anthology designed for students of low ability
 - 2. Choosing the classics that students can understand and appreciate (These are often available in paperback editions.)
 - 3. Stressing the comprehension of individual selections (Give very little time to the lives of authors, the literary periods, or literary terminology.)
- B. Try to create a lasting interest in literature by
 - 1. Allowing class time for students to read independently literature that is of interest to them
 - 2. Acquainting students with the best contemporary writers and their works
 - 3. Introducing students to the book review sections of newspapers and magazines
 - 4. Using recordings of poems, plays and speeches

IV. Writing

- A. Make writing instruction utilitarian by teaching students to write such material as
 - 1. A sales letter
 - 2. A letter of application
 - 3. Other business letters
 - 4. Social letters
 - 5. A classified ad
 - 6. A telegram
 - 7. A petition
 - 8. A factual report
 - 9. A simple news article
 - 10. Themes which present a body of information
 - 11. Simple narratives and descriptions
 - 12. Short explanations and arguments
- B. Make grammar functional by
 - 1. Emphasizing the writing of complete, well-phrased sentences
 - 2. Attempting to eliminate the common errors in usage (omit formal grammar)
- C. Combine reading and writing in such activities as
 - 1. Filling out blank forms for applications
 - 2. Filling out income tax forms
 - 3. Making a report of sales, activities, etc., following a printed form
 - 4. Answering a questionnaire
- D. Give spelling lessons regularly
- E. Emphasize vocabulary and word study

V. Speaking

- A. Stress conversational and informal public speaking, such as
 - 1. Giving directions
 - 2. Applying for a job
 - 3. Giving reasons for protesting an action
 - 4. Introducing a speaker
 - 5. Discussing a school or community problem
 - 6. Reporting the results of an investigation
 - 7. Stating concisely one's position on a controversial issue
 - 8. Following the standard forms of parliamentary procedure for public meetings
- B. Review the skills of speech, as
 - 1. Using the voice well
 - 2. Pronouncing words correctly
 - 3. Enunciating clearly

VI. Listening

For these students, training in the skill of listening is as important as training in speaking and writing.

- A. Develop competence in listening for such practical purposes as
 - 1. To remember instructions, explanations, orders, etc.
 - 2. To ascertain the main points of a speech or lecture
 - 3. To find a speaker's central idea
 - 4. To learn specific items of information
- B. Teach students to listen critically so that they can
 - 1. Detect a speaker's motive
 - 2. Separate a speaker's opinions from his facts
 - 3. Recognize emotion, prejudice and bias
 - 4. Recognize propaganda techniques

APPENDIX II
A Sample Unit
Facing Life Courageously
(Grade Nine)

I. Purpose

Since a student in the ninth grade likes true stories, the reading of biography, autobiography and thrilling personal experiences becomes for him both exciting and inspirational. Through identification with the subject of his reading, he experiences vicariously all the emotions, hopes and fears of the subject, and thereby enriches his own experiences and molds his own character.

II. Types of literature

1. Biography
2. Autobiography

III. Materials

1. The anthology selected for the class
2. Other anthologies as sources of independent reading
3. A class library of individual and collective biographies and autobiographies for independent reading
4. Popular magazines containing biographical accounts of well-known contemporary people

IV. Activities

A. Reading

The teacher may

1. Select biographical and autobiographical accounts in the basic text and incorporate them into the unit study
2. Correlate with the textbook the reading of magazines and the independent reading of books
3. Guide the student to several selections about the lives and achievements of handicapped people
4. Encourage extensive independent reading by setting up a classroom library and discussing books with students

B. Writing

The student may

1. Write for oral presentation a dramatization of an incident in the life of a famous person
2. Write an autobiography, or the biography of some near relative, using an outline as a guide to organization
3. Write a summarizing report on independent reading

C. Speaking and listening

The student may

1. Present an oral report based on biographical information secured by personal interview
2. Present an oral report on some famous person, the information for which is gained through library research (the teacher should guard against the use of encyclopedias only)
3. Dramatize some incident in the life of a famous person
4. Take notes on important facts given in reports by other students
5. Retell the story of some famous person as related in a magazine article

For an oral report the student should use an outline to organize material.

D. Using the library

The teacher should

1. Aid the student in using the library as a source of books and materials for reports
2. Aid the student in becoming familiar with library tools, as
 - a. Biographical dictionaries
 - b. Encyclopedias
 - c. Special biographical references (*Who's Who*, *Current Biography*, etc.)

V. Optional activities

A. Reading newspapers and magazines

Some students may

1. Make an annotated list of good articles on well-known people
2. Combine these lists into a booklet for use in future classes
3. Collect and paste into a scrapbook current articles and newspaper clippings on well-known people

B. Utilizing audio-visual aids

The teacher should use

1. Bulletin board displays
2. Films and film strips
3. Recordings

The teacher will choose as many activities as his time and materials permit. However, it is recommended that he select at least one activity in each of the fields of reading, writing and speaking.

VI. Suggested Class Reading

Many anthologies contain excerpts from biographies. The following is a list of people whose biographies are found in ninth grade texts:

Helen Keller	Harold Russell
Booker T. Washington	Walt Disney
George Washington Carver	Narcissa Whitman
Lou Gehrig	Kit Carson
Jim Thorpe	Lewis and Clark
David Livingstone	Davy Crockett
Will Rogers	Albert Schweitzer
Elizabeth Blackwell	Daniel Boone
Clara Barton	Winston Churchill
Lincoln Steffens	Babe Ruth
Knut Rockne	Theobald Smith
George Gershwin	Thomas Edison
Cochise	Louisa May Alcott
Franklin D. Roosevelt	Anna Pavlova

VII. Correlated Reading

This is a sample list of book-length biographies and autobiographies to supplement the unit study.

Bakeless, John.....	<i>Daniel Boone, Master of the Wilderness</i>
Bakeless, John.....	<i>Lewis and Clark</i>
Considine, Bob.....	<i>The Babe Ruth Story</i>
Daugherty, James.....	<i>Marcus and Narcissa Whitman</i>
Ewen, David.....	<i>The Story of Gershwin</i>
Garst, Shannon.....	<i>Will Rogers, Immortal Cowboy</i>
Gollomb, Joseph.....	<i>Albert Schweitzer, Genius in the Jungle</i>
Graham, Shirley.....	<i>Dr. George Washington Carver</i>
Hubler, Richard.....	<i>Lou Gehrig</i>
Keller, Helen.....	<i>Story of My Life</i>
Kraus, Rene.....	<i>Winston Churchill</i>
Lovelace, Delos.....	<i>Rockne of Notre Dame</i>
Malvern, Gladys.....	<i>Dancing Star (Life of Anna Pavlova)</i>
Meadowcroft, W. H.....	<i>Boy's Life of Edison</i>
Meigs, Cornelia.....	<i>Invincible Louisa</i>
Rourke, Constance.....	<i>Davy Crockett</i>
Russell, H. and Rosen, V.....	<i>Victory in My Hands</i>
Schoor, Gene.....	<i>Jim Thorpe</i>
Steffens, Lincoln.....	<i>Boy on Horseback</i>
Washington, Booker T.....	<i>Up From Slavery</i>
Wyatt, Edgar.....	<i>Cochise, Apache Warrior and Statesman</i>

APPENDIX III
A Sample Unit
Enjoying Mythology
(Grade Nine)

I. Purposes

To help students

1. Grow in the ability to read literature independently
2. Gain a background in mythology and legend
3. Become acquainted with a few selected reference books
4. Share information
5. Speak in front of the class
6. Listen purposefully
7. Discover some origins of English words in mythology
8. Recognize the beginnings of some Western attitudes and ideals in myths and legends

II. Content

1. Greek, Roman, and Norse myths and hero stories (These will comprise most of the material studied.)
2. Heroes of Eastern countries, of Europe during the Middle Ages, and of America
3. Some literature of modern times which is involved with mythology

III. Materials

1. A collection of books on different reading levels dealing with myths, hero stories and epics¹
2. Enough copies of some stories so that all of the students can read the same selection²
3. Special reference books, as
 - a. Funk and Wagnall's *Standard Dictionary of Folklore, Mythology and Legend*
 - b. Gayley, Charles Mills. *The Classic Myths in Literature and in Art*
 - c. Larousse, *Encyclopedia of Mythology*

¹Useful books on myths in print are listed in the *Standard Catalog for High School Libraries*.

²Some titles available in paperback books are

- a. Bullfinch's *Mythology*, vol. 1, *The Age of Fable*
- b. Bullfinch's *Mythology*, vol. 2-3, *The Age of Chivalry, The Legend of Charlemagne*.
- c. *The Iliad*. Homer, Rouse translation.
- d. *The Odyssey*. Homer, Rouse translation.
- e. *Gods, Heroes and Men of Ancient Greece* by Rouse.
- f. *Mythology* by Edith Hamilton.

4. Some books suitable for retarded readers, as
 - a. Benson, *Stories of the Gods and Heroes*
 - b. D'Aulaire, *Book of Greek Myths*
 - c. Coolidge, *Greek Myths*
Legends of the North
 - d. Hosford, *Thunder of the Gods*
 - e. Kottmeyer, *Greek and Roman Myths* (Webster Pub. Co.)
 - f. Ware, *The Trojan War* (Webster Pub. Co.)
 - g. White, *The Golden Treasury of Myths and Legends*
5. Lists of words originating in mythology, as

panic	chronology
tantalize	typhoon
janitor	Europe
halcyon	echo
nemesis	Thursday
chimera	Friday
Saturday	Wednesday
Atlas missile	narcissus
6. Pictures of paintings and sculptures of mythological subjects
7. Pictures indicating influence of mythology on our language and culture
8. Maps of the ancient world
9. Plays based on myths and epics, as
 - a. Giraudoux, *Tiger at the Gates*
 - b. Lerner, *My Fair Lady*
 - c. Millay, *Aria Da Capo* in Shay's *Fifty Contemporary One Acts*
 - d. Moeller, *Helena's Husband* in Shay's *Fifty Contemporary One Acts*
 - e. Shakespeare, *Pyramus and Thisbe* in *Midsummer Night's Dream* and its relation to *Romeo and Juliet* which in turn is related to *West Side Story*
 - f. Shaw, *Pygmalion*
 - g. Sophocles, *Antigone*
 - h. Drinkwater, *X = O: A Night of the Trojan War* in Webber's *One-Act Plays for Secondary Schools*
10. Poetry based on myths and epics, as
 - a. Holmes, *The Ballad of the Oysterman*
 - b. Keats, *On First Looking into Chapman's Homer*
 - c. Masefield, *The Surprise*
 - d. Noyes, *Forty Singing Seamen*
 - e. Poe, *To Helen*
 - f. Tennyson, Part of the Choric Song from *The Lotus Eaters, Ulysses* (only with superior students)
 - g. Benet, *The Horse Thief*

IV. Activities

1. **Getting Started.** Some teachers will prefer to start with class discus-

sion by asking students what characters and stories they know from folklore and myths. As they pool their knowledge, students can be led to notice that the myths have a different significance from that of American and English hero stories. Other teachers will begin with common reading from anthologies, or they may read selected stories to the class. There may be current television programs or movies that will further the discussion. Stories behind words might also lead into the unit.

2. **Class Organization.** Some stories should be read in common, depending on available material, but some of the reading should be done individually and used for reports. Materials will need to be organized, assignments made, and bulletin boards planned. Students will enjoy doing much of this work themselves.
3. **Studying Myths and Hero Stories.** Students should be alerted to watch for the complicated characters of gods and heroes which indicate strength and weakness, good and evil. They should also learn to find traces of the myths in the modern English language and in modern literature. Students like to hear about Jean Anouilh's *Antigone*. During the occupation of World War II, the French theater was subject to German censorship. Unaware of the significance of the story, the censor passed *Antigone*, which soon became a powerful source of inspiration that led Frenchmen to join the resistance movement.
4. **Speaking, Listening and Writing Assignments**
 - a. Make oral reports on myths and on words and common expressions originating in myths
 - b. Listen to classmates' reports on myths, hero stories, words and expressions, and take notes on significant items
 - c. Write a description of one of the gods, showing by his actions that his character combines several traits
 - d. Write one of the myths in the style of a newspaper story
 - e. Write an interview with one of the heroes of the Trojan War
 - f. Take a brief statement of one of the myths (See Hamilton *Mythology*) and elaborate on it, developing a short story
 - g. Make up an original adventure to be added to those of Odysseus, or make up an additional labor for Hercules
 - h. Develop panel discussions on characteristics of a set of myths:
 - 1) Position of women
 - 2) Heroic qualities
 - 3) Fate that even gods cannot change
 - 4) Revenge as a motivating force
 - 5) Loyalty as a motivating force
 - 6) Love of nature
 - 7) Some influences of myths and epics apparent in today's attitudes
 - 8) Literature and music based on myths and epics

APPENDIX IV
A Sample Unit
Meeting the World
(Grade Ten)

I. Purposes

A. Attitudes and insights

1. To gain insight into the lives of other people of the world
2. To discover how the distinctiveness of these people has come about through their environment and conditions of living
3. To discover in what ways these world neighbors resemble us in their attitudes and ways of living

B. Reading and literature

1. To become acquainted with noted works and authors that have revealed people of other countries
2. To learn to read and take notes so as to bring to bear the insights and events of each book on the topic being considered
3. To learn to read literature of various types, adjusting the method of reading to the purpose
4. To learn to use available sources of reference materials in the library
5. To develop vocabularies through increased understanding of the origin and growth of words

C. Speaking and listening

1. To organize and present reports on reading
2. To attempt to tell an incident well
3. To listen intelligently to discussions and reports; to respond to a fellow student's report by contributing related incidents, or by asking pertinent questions
4. To read aloud stories and poems with satisfactory interpretations
5. To gain skill in usage, articulation, pronunciation and enunciation

D. Writing

1. To think clearly, outlining topics carefully
2. To prepare topical and sentence outlines
3. To observe correct usage in essential grammatical constructions which have already been taught

4. To learn to examine writing for clarity and correctness of expression
5. To assume responsibility for correct punctuation, spelling, capitalization and manuscript form in all written work

II. Introduction

Edwin Markham's poem, "The Right Kind of People" expresses the idea that the man who likes his fellow men will find good people everywhere. Some teachers find that a rousing book review on the story of a foreign person is a good way to create interest in the unit. Pearl Buck's *My Several Worlds*, Agnes Newton Keith's *Bare Feet in the Palace*, or parts of Santha Rama Rau's *Home to India* are among the good books to start discussion. Alan Burgess' *Small Woman* is a recent book which is an excellent opening wedge. The teacher may create atmosphere by displaying attractive jackets of books on foreign countries. Travel literature which may be obtained from travel agencies, copies of *Holiday* and kindred magazines, will furnish a wealth of material for that first all-important bulletin board. A collection of magazines containing readable articles on foreign countries or people, together with fiction and non-fiction books which the teacher can personally recommend to sophomores, will serve in helping to launch the unit.

III. Activities

A. Work on necessary skills for the unit

1. Building two- and three-point outlines
2. Finding and using reference materials
3. Using capitals and punctuation marks in outlining and preparing bibliography
4. Writing paragraphs
5. Building vocabulary
 - a. Word roots
 - b. Words borrowed from our world neighbors
 - c. Word clues

Instead of giving the word, give a clue or enough of the meaning so that someone will guess the word. Also tell from what language the word is derived.
6. Stressing correct spelling of all common words with special attention to words used in this unit (Examples: bibliography, reference, foreign, neighbors, library, etc.)

B. Plan for necessary class periods in the library

1. Introduce students to the reference section of the library
2. Give problems in finding reference material
3. Be sure students can use the card catalog

4. Let students prepare bibliographies for reports on foreign countries. They will need to do the following:
 - a. Find references in the *Readers' Guide*
 - b. Find available magazines listed in the *Readers' Guide*
 - c. Check suitability of the articles found
 - d. Take notes
 - e. Use the card catalog to find books on countries
 - f. Find through the catalog or the *Readers' Guide* a biography of an outstanding person in each country reported
- C. Have students prepare an oral report on the country being studied
 1. Before giving his report, each student should hand in a sentence outline and the bibliography of material used in preparing the report
 2. After giving the report, he may hand in a topical outline, which he has been permitted to use—with discretion—while giving his talk
 3. Committees may organize to collect materials for display on bulletin boards and in show cases
- D. Show slides or films related to foreign countries
- E. Have students practice writing paragraphs. Suggested activities are
 1. Study methods of paragraph development
 - a. By using illustrations
 - b. By giving a series of details according to time order
 - c. By creating atmosphere
 - d. By using comparisons
 2. Find in the reading examples of each type of development
 3. Write paragraphs on phases of the topics for the talks. Examples of titles: "A Mother's Chore in Burma," "Prayer in a Mosque," "In a Japanese Kitchen," "Magic in South Africa," "A Snake Charmer in India." Develop the paragraphs according to the above patterns. In each case, designate the pattern used.
 4. Develop in the various paragraphs, sentences having adjective and adverb clauses. Underline the clause in each case, and on the margin of the paper indicate usage in the sentence.
 5. Make use of transitional expressions. (While preparing these paragraphs, students will find many occasions for using on the other hand, however, notwithstanding, in addition to, etc.)
 6. Observe advantageous positions of clauses and phrases in opening sentences to lend interest and variation to style and to emphasize or create suspense. Teach necessary punctuation for each sentence.

IV. Optional activities

- A. Accept students' own suggestions, whenever such suggestions are reasonable, for special work they wish to do.
- B. Suggest that they prepare Red Cross Albums or Kits. Five or six students can work on such projects. Each member of the group should complete one part of the project and cooperate by doing whatever else is necessary for the completion of the album or kit. (See lists of special instructions published by the Red Cross. Also see *English Journal*, December, 1957, pp. 556-558.)
- C. Play recordings of the music of a foreign country.
- D. Suggest that students add color to a report by performing a folk dance or showing how a native game is played. Sometimes students learn these dances in their physical education classes.
- E. If students are interested, let them give an international program at the close of the unit. When more than one class is working on the unit, the programs may be taped so that classes may exchange ideas.
- F. This is an excellent unit for publicizing the work of the English class. Write a feature article for the local paper; have the photographer take pictures of the classes working in the library or in some of the costumes which students will invariably find, and plan a television program of your best results.

See Appendix XV *Books and Other Aids for the Teacher*.

APPENDIX V
A Sample Unit
Magazines in America
(Grade Eleven)

Many teachers are so concerned with our heritage of great literature that they forget that many of their students are making a heritage of their own—a heritage which consists to a great extent of comic books and popular magazines. The influence of periodicals in shaping the thought, habits and attitudes of people is tremendous. Not to deal with them in school is to shut our eyes to one important aspect of contemporary living. The unit can be a fruitful one. The abundance of materials available, the variety of activities that can be used, the immediacy of the problems involved and the present low standards of magazine reading make the unit a challenge to the teacher and to the student.

I. Purposes

To help students

1. To become acquainted with many different magazines so that they can compare and evaluate them
2. To enlarge their fields of interest by reading periodicals of real value
3. To improve their reading skills by reading the better magazines
4. To become more discriminating and critical readers of magazine material
5. To differentiate between a good and a poor story in magazines
6. To detect unsound or one-sided presentation of ideas, causes and commodities
7. To base their judgments about current affairs on valid, reliable, adequate evidence
8. To improve their skills in organizing and presenting ideas in speech and writing

II. Materials

1. A large group of magazines representative of the different levels and kinds
2. Enough copies of one issue of a better magazine so that all members of the class may have a copy

III. Basic activities

A. Possible opening discussions

As a background for the unit, students need certain information

about magazines. Center opening lectures and discussions around the following topics:

1. How large is the magazine publishing business? How many magazines are in existence? Which ones have the largest circulation? Which companies control the greatest number?
2. In what ways do magazines influence our lives? Consider the effect of advertising, news articles, pictures, articles on home life, fashions, etc.
3. What pressures are magazines subject to? Consider the readers, advertisers, political parties and other groups in the country.
4. How do magazines get the material they publish?
5. What are the differences between "mass," "class," and subsidized "little" magazines?
6. How can we classify magazines? Consider classifying them according to subject matter, readers appealed to, mass and class, and literary quality.

B. Getting acquainted with a variety of magazines

1. Students should make a collection of magazines which will include representatives of various types of magazines.
2. The teacher and each student should select a magazine to introduce to the class in a short talk. The following is only suggestive:
 - a. Give information concerning the physical features and facts of publication
 - (1) Publishing company
 - (2) Quality of print
 - (3) Number of illustrations
 - (4) Number of subscribers
 - (5) How often published
 - (6) Cost per copy
 - b. Kinds of material
 - (1) For news magazines answer the questions: Does it attempt a coverage of news of the week, or does it select certain events to treat extensively? Is the news editorialized, or is it written objectively?
 - (2) For magazines containing both non-fiction and fiction: With what kind of topics does the magazine deal? Is the material treated lightly or seriously? Does the magazine express any particular philosophy of life? What kinds of stories are published?

C. Reading magazines critically

Students should be taught to read critically a variety of material

in magazines: fiction, poetry, personal essays, articles on current controversial issues, cartoons, comics and book reviews. Some suggested activities are these:

1. Read stories from magazines of several literary levels. Criticize the stories.
 2. Read the poetry from several magazines. Compare and criticize.
 3. Select a number of informal articles from magazines of different reading levels. Criticize the articles from the standpoint of excellence of writing and accomplishment of purpose.
 4. Survey the humor, cartoons, pictures and comics from several magazines. Discuss.
 5. Read an article in a current issue. Separate the facts which the author presents from his opinions. Is the article mainly one of facts or opinions? Does he present his factual material in general terms or is he specific? Are there any facts you would like to know that are not given? Does he use emotionally charged words to sway your opinion? Is the author of the article by virtue of his position, party affiliations, or personal attachments likely to be predisposed for or against this issue? Evaluate the article.
 6. Select two articles on the same subject from two magazines of differing policies. List the facts—not the opinions—given in each article. What facts are given in one article and not in the other? What facts are given in both? Can you come to a conclusion about the issue on the basis of the facts you find, or do you need more information? Which article used more emotive language?
- D. Reading and enjoying the better magazines

Collect a number of the better magazines—*Atlantic*, *Harper's*, *Saturday Review*, *New Yorker*, *Theater Arts Monthly*, and others. Most teachers find it desirable to have enough copies of one issue of at least one magazine for each member of the class. Possible activities:

1. Devote several periods to recreational reading from the various magazines in the class room. After the first period of reading, the students may give short, informal comments on the article or story they have read to guide others in the selection of material for the next period.
2. A committee of students may select articles which will lend themselves to stimulating discussions. Let the class read and discuss the articles.
3. Several reading techniques can be practiced in this unit: (1) skimming to find what an article is about or to find certain facts

(2) reading to discover the author's thesis and his methods of supporting it (3) careful reading to learn details and (4) discovering the meaning of unfamiliar words from their context.

E. Reacting to magazine articles

Subjects for theme writing can be drawn from any part of the unit. See the following:

1. Write a letter to the editor of a magazine commenting on an article or picture, pointing out factual errors, complimenting or criticizing certain articles or stories
2. Write a critical review of a story
3. Write a precis of an article
4. Select the five magazines to which you would like most to subscribe and tell why
5. Contrast the types of stories published in two different magazines

See Appendix XV *Books and Other Aids for the Teacher*.

APPENDIX VI
A Sample Unit
Shakespeare
(Grade Twelve)

I. Purposes

1. To teach students to read and understand Shakespeare's plays
2. To help students enjoy Shakespeare's plays
3. To give students a knowledge of the life and works of Shakespeare and of the factors which influenced his writing
4. To teach students some of the interesting characteristics of English life during Shakespeare's time
5. To help students understand the popularity of Shakespeare's plays

II. Sources of information for students

1. Class anthology
2. Reference books
3. Special reports by the students
4. Film and film strips
5. Recordings of Shakespeare's plays or sonnets

III. Activities

A. Basic activities

1. Reading
 - a. Reading a play by Shakespeare
 - b. Out-of-class reading of material related to the Elizabethan period of English literature
2. Writing
 - a. One long theme with outline (consult theme topic list)
 - b. Short class themes (character sketches, etc.)
 - c. A review of a book or play read independently
 - d. A notebook on supplementary material furnished by the teacher, including questions, spot passages, background material, etc.
3. Speaking and listening
 - a. An oral report on outside reading, using an outline
 - b. A dramatic interpretation of a scene from a play
 - c. Class listening to recordings of Shakespeare's plays
 - d. Note-taking from teacher's lectures and from reports of students

B. Optional activities

1. Special projects, as
 - a. Drawings of maps, scenes, costume-plates, etc.
 - b. Models of theaters and dolls in costume
2. Bulletin board displays
3. Talks by someone who has visited England

IV. Ideas for themes

1. Shakespeare's theater
2. Famous Shakespearean actors
3. Queen Elizabeth I
4. Life in the Elizabethan days
5. Sports of Elizabethan England
6. Mary Queen of Scots
7. History of English drama
8. Early Greek and Roman drama
9. Shakespeare's plays in motion pictures
10. How London streets were named
11. How Shakespeare secured material for his plays
12. English holidays
13. How Shakespearean plays were presented
14. Elizabethan theater audiences
15. Old English inns
16. Customs of the people of Shakespeare's England
17. The story of London
18. Manners of the Elizabethans
19. Famous landmarks of Old London
20. The clans and tartans of Scotland
21. Life in the royal court
22. Sir Francis Drake, Admiral
23. The Stuart dynasty
24. The Tudor line of kings
25. The Stone of Seone
26. The Globe Theater

27. Other Elizabethan dramatists
28. Laurence Olivier, modern interpreter of Shakespeare
29. The coronation of Elizabeth II

V. References

1. History of drama

- a. Bellinger.....*Short History of Drama*
- b. Cheyney.....*The Theater*
- c. Hughes.....*The Theater*
- d. Nicoll.....*The Development of the Theater*
- e. Thorndike.....*Shakespeare's Theater*

2. Costumes

- a. Evans.....*Costumes Through the Ages*
- b. Healy.....*Dress the Show*
- c. Lester.....*Historic Costume*
- d. Walkup.....*Dressing the Part*
- e. Wilcox.....*Modes in Hats and Headdress*

3. Customs, manners, life and country side of England

- a. Brooks.....*A Thread of English Road*
- b. Curtis.....*England in Song and Story*
- c. Curtis.....*Look, Here's London*
- d. Eichler.....*Customs of Mankind*
- e. Inness.....*The Tartans of the Clans and Families of Scotland*
- f. Morton.....*In Search of England*
- g. Street.....*In the Land of the English People*
- i. Halsey.....*With Malice Toward Some*

4. Biographies and Works of Shakespeare

- a. Adams.....*Life of Shakespeare*
- b. Lamb.....*Tales of Shakespeare*
- c. Lee.....*Life of William Shakespeare*
- d. Masfield.....*Shakespeare*
- e. Nelson.....*Facts about Shakespeare*

5. Historical sources

- a. Auslander.....*The Winged Horse*
- b. Davis.....*Life in the Elizabethan Days*
- c. Davis.....*Life in a Medieval Barony*
- d. Green.....*History of the English People*
- e. Plutarch.....*Lives*
- f. Salmon.....*English Life in the Middle Ages*
- g. Tappan.....*In the Days of Queen Elizabeth*
- h. Tappan.....*When Knights Were Bold*
- i. Van Loon.....*Lives*
- j. Williams.....*Story of English Life*

APPENDIX VII

Competencies In English Composition Expected Of College-Bound High School Graduates

In response to a request from the College-High School Relations Committee of the Montana Association of School Administrators for a definitive statement with regard to competencies in English composition expected of college-bound high school graduates, Superintendent Harriet Miller invited representatives of Montana public and private colleges to meet in March, 1963, to formulate such guidelines. The statement was then submitted to the English Curriculum Committee for further consideration at its November 2, 1963, meeting, and was adopted for inclusion in the second edition of the *Study Guide in English, Grades 9-12*, published 1964.

There is general agreement that the freshman entering a college composition class is least prepared to write. He is frequently able to give standard definitions of grammatical terms and to recognize a wide variety of samples; but too often he is unable to compose the clear, well-organized sentences, paragraphs and essays which will in all probability be the sole basis for his grade not only in college composition, but in many other classes where he will be required to write rapid, specific answers in essay form. Certainly in no college English class will a student's performance be judged on his ability to fill in workbook answers or to diagram sentences. No matter what the subject matter, the professor's judgment of the student's work will depend on the student's competence in handling acceptable levels of language in a lively, well-styled and interesting fashion.

The following recommendations therefore stress practice in writing. Though college faculties recognize the burden of classes under which the high school teacher struggles, they must emphasize that standards of mechanics and composition are effective only as the student is able to apply them in his own papers. If the student is to be adequately prepared for enrollment in freshman college composition classes, all instruction and drill in formal grammar at the high school level must be closely correlated with the student's own oral and written work.

Because the college student's freshman composition grades will be determined on the basis of his own writing, the following check-list is submitted as a guide to desirable competencies expected of the college-bound high school graduate.

I. Mechanics

1. Ability to determine in his own writing the difference between fused and complete sentences and sentence fragments
2. Ability to use acceptable grammar and acceptable punctuation in his own writing
3. Competency in spelling the words used in his own writing

4. Competency in correcting and analyzing errors in his own writing, and in explaining the nature of the errors

5. The habit of producing tidy and legible papers

II. Composition

1. Competency in writing utilitarian forms of prose clearly, coherently and purposefully—i.e., letters, notes, directions, answers to questions, note-taking and essay-type tests

2. Competency in writing a unified, expository paragraph

3. Ability to write a theme with the central idea and subordinate ideas clearly developed and supported

4. Some understanding of the use of introductory paragraphs, developmental paragraphs, transition paragraphs and concluding paragraphs

5. Ability to edit and proof-read his own written work and development of the habit of doing so

APPENDIX VIII

Theme Topics

Good textbooks have excellent suggestions for theme topics. However good the topic, the teacher should keep in mind that a theme should never be assigned in a vacuum. Good themes grow out of good discussion which stimulates a student to think about a subject until he has something to say. Moreover, the topic should be one about which the student has knowledge, information and interest, so that he can concentrate on clarity, force and the other excellences of composition. Even a professional writer does not do well with a subject that bores him. Sometimes the boy who has always hated writing will surprise himself if he is asked to write advice on buying a second-hand car or a comparison of two late-model cars.

The theme titles below are merely suggestions to supplement textbooks' and teachers' lists. They should be modified to the ability level and desires of the class.

Description

My First Impressions of My Best Friend
My Favorite Room
Supermarket
My Record Library
The Telephone at Our House
Super Advertising
The Camera Eye
Shopping a la Cart
The Heckler
The Joiner
Daydreaming
The Character of Dogs
My School As I See It
My Selves
What My Mirror Tells Me
Sunrise
Noses
Feet
Fads
Smiles
Telephone Conversations
Loneliness
Odd Characters I Have Met
Meeting a Celebrity
The Meanest Man I Know
Things That Puzzle Me
The Town Character
My Favorite Zoo Animal
Wise Old Owl
Cold Weather Sounds
The Pleasures of Eating
Twentieth Century Pioneers
It's Ours Now (a custom from a foreign country)
"I Hear America Singing"
Life in an Indian Village
Travel by Stagecoach
Homesteading
Mark of the Trade
Household Chores
Favorite Member of the Family
What I'd Like to Throw Out
Main Street
Wide Open Spaces

Deserted Farmstead
Ghost Town
Branding
Lambing
Harvest
Saturday Shoppers
My Favorite Season
My Favorite Scene
My Favorite Camping Spot
Studies in Contrast
Neighborhood Pest

Narration

Family Holiday
Family Journey
Father Knows Best
Nature Can Be Cruel
Fish Story
What My Horse Taught Me
Skunk Invasion
Survival of the Fittest
Gold Rush Days
Leisure on the Trail
Fun in the Gold Camp
Travel Trails
Walden—Twentieth Century Style
The Ingenious Yankee
Learning on the Job
Welcome, Stranger
My Money Troubles
First Date
Confessions of a Bored Student
Nothing But the Truth
Pity the Chairman
The Wrong Weight
If My Desk Could Speak
When Three Was a Crowd
From the Mouths of Children
The Ingratiating Cat
The Pleasures of Escape
Being Misunderstood by My Family
The Art of Procuring Permission from Parents
Snowed In

If I Were President
 Entertaining a Baby
 My Name in Print
 Sleepy Hours in the Classroom
 Locker Chatter
 My First Pay Check
 Ghosts in Our Corridors
 This Happened in Our Town
 Moving Day

Personal Reactions and Opinion

My Idea of a Lady
 My Idea of a Gentleman
 Do Habits Enslave Us?
 Amusements I Detest
 The Lot of a Teenager
 The Lot of a Baby Sitter
 Playing Fair in Sports
 Curfew
 A Plea for Faith
 When Misfortune Comes
 The Handwriting on the Blackboard
 Pet Prejudices
 My American Heritage
 Tolerance of Youth Toward Age
 My Independence As I Understand It
 Things I Could Do Without
 On Bureau Drawers
 Mental Laziness
 Irritating Trifles
 The Beauty of Common Words
 As I Like It
 On Being Funny
 On Being Different
 If I Should Say What I Really Think
 Getting Along With My Family
 Hospitality
 Romance of the Range
 Our Obligation to Nature
 The Offensive Billboard
 I Am My Brother's Keeper
 Every Privilege—A Responsibility
 Freedom to Do What Is Right

Explanation and Information

Publicity Stunts
 The Indirect Approach
 Broiling a Steak
 Reforms Needed in My School
 Strip Farming
 Indians on the Reservation
 Indians in Town
 What Makes a Classical Hero
 What Makes a Modern Hero
 Space Monkeys
 Snakes—Friends or Foes?
 The Vigilantes—Friends or Foes?
 The Exploitation of the Buffalo

Persuasion

Join the Scouts (or other organization)
 Let's Be Courteous
 Buy a Ticket for . . .
 Help the Red Cross (or other organization)
 You Need This Article (for sales talks)
 You Should Read This Book

Presenting Statistics

The Upkeep of My Car
 Strip Farming
 Weather Forecasting
 Eclipses
 Conservation: Soil Erosion
 Conservation: Forests

Argumentation

Reform Is Needed in Our Town
 Every Boy Should Know How to Cook
 Boys Should Not Wear Jeans to School
 Installment Buying
 The Sales Tax
 Should 18-Year-Olds Vote?
 We Need a Club for . . .
 Our Extra-Curricular Program Needs
 Reorganizing

Research Topics¹

Counterfeits
 American Folk Tales
 Atomic Weapons
 Guided Missiles
 Skin Diving
 Modern Forest Fire Fighting
 Western Brands
 The Story of the Missouri
 Nobel Prizes
 Caste System of India
 Art of Walt Disney
 Lindbergh's Contribution to Aviation
 Undersea Exploration
 Hypnosis
 Grizzly Bears
 Beaver
 The Story of Robert A. Taft
 On a Safari
 Lure of Australia
 The Navajo Indian
 The Story of Chief Joseph
 The Maladjusted Child
 Life at Annapolis
 Racial Segregation
 Espionage
 The Story of Butte
 The Atomic Submarine, the Nautilus
 Radar and Its Uses
 The History of Braille
 Education for the Handicapped
 Einstein
 Ralph Bunche
 Migration of Birds
 Historical Treasures of Montana
 Olympic Contests
 Superstition
 Federal and State Prison Reforms
 Juvenile Courts
 Special Agents (FBI)
 Tranquillizing Drugs
 Hitler
 Mussolini
 Modern Uses of Glass
 Winston Churchill
 John Foster Dulles

¹See Appendix X, The Library or Research Paper.

APPENDIX IX

Manuscript Form

Schools may wish to establish a manuscript form for all written work presented to a teacher for correction. The following are common requirements.

1. Use $8\frac{1}{2}$ by 11 inch paper.
2. Type or write papers in ink.
3. In the upper right-hand corner in block form, write your name, class, period and date.
4. Center title horizontally above the first paragraph.
5. Use these margins: $1\frac{1}{2}$ inches at left; $\frac{3}{4}$ inch at right; and one inch at bottom.
6. Use regular indentations for paragraphs.
7. Place page numbers in the upper right-hand corner on the second and all succeeding pages.
8. Keep manuscripts free from blots, retraced letters, crossed-out words, elaborate capitals, long loops and flourishes, or any eccentricities which obscure readability.
9. Proofread your papers carefully before handing them to the teacher.
10. Be sure the finished paper is neat and clean.

APPENDIX X

The Library or Research Paper

The library or research paper should not be attempted before the senior year, and then only after careful consideration of the following:

1. **Ability of the students.** Unless the students are of superior ability, they would almost certainly learn more from writing several short papers. Unless they are very good readers and have good reasoning ability, they cannot digest material from various sources and compile it into a well-organized and unified paper.
2. **Future plans of the students.** Students who go to college will undoubtedly be grateful if they have already learned how to write a library paper. Other students can more profitably spend the time on the kind of writing they will use now and later in life.
3. **Time available.** The time required on the part of the teacher and the student to complete a successful research paper is considerable. Would this time devoted to the careful writing, correcting and re-writing of shorter themes do more to develop the student's writing ability?
4. **Opportunity and time for supervision, and willingness to supervise.** Unless each step of the process, including note-taking, paraphrasing and compilation, is carefully supervised, the entire process will be an exercise in directed plagiarism, and will do the student more harm than good. More than one student accused of plagiarism has been shocked to find that what he thought a virtuous acquisition is considered a reprehensible practice.
5. **Availability of library facilities, material, personnel and time.** Before assigning a research paper, the teacher must be sure that there is material available, that students have access to that material, and that they have the cooperation of the library personnel. If the public library is the principal source of material, the teacher should discuss the assignment with the public librarian.

The English Curriculum Committee recommends:

1. That the above statement be called to the attention of all school administrators, and that they be urged to call it to the attention of all faculty members.
2. That English teachers also accept the responsibility for seeing that other departments are aware of the English department's attitude on this question.
3. That all teachers become aware of the dangers of assignments that encourage merely copying from source materials.
See Appendix VIII, *Theme Topics*.

APPENDIX XI

Spelling Lists

These commonly used words are often misspelled. Students should master them grade by grade.

Grade Nine

yours
too
there
its
two
necessary
business
probably
course
it's
government
quite
either
until
hoping
quiet
passed
didn't
doesn't
surely
beginning
clothes
isn't

receive
their
truly
sincerely
whether
really
coarse
writing
separate
past
dining
Wednesday
theirs
maybe
ought
through
thorough
threw
surprise
escape
except
coming
grammar

library
Tuesday
Friday
together
written
weather
altogether
already
all right
definite
they're
accept
busy
peace
ninety
forty
ninth
piece
misspell
religion
Monday
Thursday
where

Grade Ten

sophomore
angel
geometry
angle
biology
tomorrow
privilege
principal
effect
affect
particularly
beautiful
view
usually
principle
envelope

authority
paid
allowed
naturally
possibly
laid
using
addressed
shown
although
won't
shone
knowledge
transferred
o'clock
wouldn't

committee
advise
material
column
recommend
advice
science
immediately
completely
similar
familiar
excellent
schedule
desert
dessert
embarrass

acquainted
quantity
anxious
attached
necessary

lose
occasionally
equipped
loose
different

pastime
religious
benefit
laboratory
February

Grade Eleven

government
tariff
conscience
guarantee
bulletin
approximately
secretary
existence
lavatory
disappoint
necessarily
accommodate
disappear
society
success
volume
exception
practical
meant

requirements
recommendation
especially
financial
lovingly
bureau
American
across
minimum
description
difference
generally
article
campaign
neither
straight
owing
conscious
ridiculous

chemistry
history
independent
physics
occurred
foreign
omitted
probably
women
appearance
individual
assistant
excitement
judgment
tried
absence
tournament
Arctic
Britain

Grade Twelve

sociology
bookkeeping
college
psychology
senior
mathematics
sufficiently
captain
capital
weight
apparent
carrying
congratulations
essential
acceptance
unusual
possession
avenue
discipline

boulevard
facilities
issued
toward
efficiency
stayed
permission
enthusiasm
inquiry
premium
melancholy
division
philosophy
ability
approximate
professor
jealous
adjourned
sheriff

parliamentary
communicate
specific
fraternity
signature
promised
magazine
announcement
theater
whose
calendar
current
curious
who's
ancient
indefinite
imagination
traffic
interfere

APPENDIX XII

Suggestions for Speech Activities

I. Informal conversations

Short conversations for five or ten minutes occasionally at the beginning of class periods about anything of common interest (assembly programs, athletic contests, local events) are a natural and possible beginning for this unit. Instruct each student

- | | |
|---------------------------------|-------------------------------------|
| 1. To be sincere | 4. To consider the rights of others |
| 2. To speak clearly and audibly | 5. To be a good listener |
| 3. To be courteous | 6. To be alert for new ideas |

II. Class discussion to build confidence

The series of discussions below is designed to help students who suffer from excessive timidity. Other students can better utilize the time in some composition or reading activity.

A. The nature of fear and anxiety

1. The meaning of fear
2. The signs of fear
3. The degrees of fear
4. The bodily changes that result from fear
5. The ways in which fear may be helpful
6. The ways in which fear is a deterrent to communication

B. The basis for the fear of speaking in public

1. Personal failure in the past
2. Failures of others
3. Unwarranted fear of loss of self-respect and of listener respect

C. The ways of dealing with fear

Positive (helpful)

1. Admitting our fears and looking at them objectively
2. Trying to understand why we are afraid
3. Asking others to help us
4. Keeping a sense of humor when we are trying to overcome our fears

Negative (harmful)

1. Putting up a false front
2. Excusing our fears and putting the blame elsewhere

III. Oral book reviews

The reviews may treat

A. The plot

1. Talk about the incidents that reveal character and/or provide suspense
2. Point out differences between the original plot and the motion picture version of the story
3. Discuss similarities of plots in other stories

B. The characterization

1. Show how the characters' virtues or faults complicate the plot
2. Point out how the characters do or do not successfully cope with their problems
3. Explain why the book gives the reviewer a better understanding of people

C. The theme

1. Discuss the problem the author presents
2. Compare the book with other books dealing with a similar theme

D. The content of non-fiction books

1. Discuss information of interest to the audience
2. Comment on the clarity of the writing and the value of material presented

E. The reviewer's estimate

1. Give specific reasons substantiating his opinions of the book
2. Give reasons for recommending, or not recommending, the book to other readers

IV. An oral movie review

This review based upon the following outline might be used as a basis for a group discussion of a movie the entire class has seen.

Discuss

A. The plot

B. The theme

C. The acting and the casting

1. Are the actors well cast?
2. Which actors stand out? Why?

- D. The dialogue and the sound
 - 1. Is the dialogue realistic and entertaining?
 - 2. Do the actors speak distinctly?
 - 3. Are the sound effects and music appropriate?
- E. Photography
- F. Setting, costumes, makeup
 - 1. Are settings and costumes appropriate and authentic?
 - 2. Is the makeup suitable and natural?

V. Interviews

- A. Preparation for an interview
 - 1. Making an appointment for time and place
 - 2. Deciding upon purpose
 - 3. Preparing exact questions to be asked
- B. Principles to bear in mind during interviews
 - 1. Keeping with the subject
 - 2. Asking questions clearly
 - 3. Keeping over-all purpose in mind
 - 4. Being tactful
- C. Special techniques for the interviewer to follow
 - 1. Beginning the interview
 - a. Introducing himself
 - b. Stating purpose of the interview
 - 2. Continuing the interview
 - a. Taking the lead in conversation
 - b. Asking each question clearly and concisely
 - c. Being tactful
 - d. Taking notes unobtrusively
 - 3. Concluding the interview
 - a. Learning to detect the best time to conclude
 - b. Closing the interview rapidly
 - c. Thanking the person interviewed
 - 4. Reporting the interview
 - a. Summarizing the reasons for the interview
 - b. Stating the name and position of the person interviewed
 - c. Making a clear and unbiased report

VI. Declamation

Capable students, regardless of age, should be encouraged to enter the state speech contests. However, in each year the teacher may want to take the opportunity to encourage all the students in the class to try declamation. This might be correlated with the study of literature, especially in the school in which the teacher has smaller classes.

APPENDIX XIII

Independent Reading

Independent reading is an integral part of the course and should never be considered "outside" reading. If literature is to be a permanent source of enjoyment and education, students must learn to read without help and to make sound judgments about what they read. Students' reading should contribute to their intellectual and emotional growth and development as citizens in a democratic society. Essential in the books chosen for the program are variety to match the individual differences among students and suitability for the development of desirable social attitudes.

Students should have access to books that will help them to expand their interests. All genre of literature including nonfiction further this goal. Sharing the reading experiences of teachers and other students will broaden students' intellectual interest. Dust jacket blurbs, published book reviews and bibliographies, and book talks by librarians will guide students to select books that will provide opportunities for growth.

In helping students select their books, teachers should be aware of students' differences in reading levels and in emotional maturity. To provide opportunities for student development in the mechanics of reading, independent reading assignments should be somewhat below the students' highest reading level. When students read materials they can understand with ease, they are more likely to improve in reading skills. Accordingly, material available to students must include a wide range of levels spanning from three to six grades. Since students also bring to their reading a wide variety of emotional and social experiences, books should be provided for various levels of maturity.

Teachers will want to explore school and community library resources and the possibility of inexpensive classroom libraries of paperbacks. Teachers should be familiar with recently published adult books suitable for teen-age reading, books written particularly for teenagers and those classics long considered valuable for young people.

The committee has decided not to include lists of book titles for independent reading in the *Study Guide*, but to include instead a list of aids for book selection (see Appendix XV). Items on any list are soon out-dated. To serve its best purpose a book list should be prepared to meet the needs of a specific group at a specific time and sometimes for a specific purpose. Fortunately, there are many lists of books for high school reading in which the books are professionally selected and annotated.

The extent of student reading and the evaluation of student reading are both problems that concern English teachers. Although the requirement for a minimum number of books to be read each year may be set, students should be encouraged to read as many as they can. Book reports should not be so difficult or so tedious that the students are discouraged from reading. Reports on independent reading can be made interesting through such activities as suggested in the Appendix XII and XIV.

To guide students' book selections, teachers will want a record of each student's reading. A record of the independent reading of each pupil can be passed on to succeeding teachers. If the record shows that a student is concentrating on one kind of book, the teacher can try to entice him into more challenging material. Conferences between the teacher and pupil are indispensable to a successful program.

APPENDIX XIV

Suggestions for Book Reports

I. The Written Book Report

A. Imitation of the professional review

The teacher can direct the attention of students to book review sections of magazines and newspapers, holding class discussions of the techniques used by professional reviewers. When students are ready to report on the books they have read, they can imitate some of the techniques of the preferred reviews, perhaps attaching one of the reviews to the report they hand in. A student may show that he agrees and/or differs with the professional reviewer.

B. Characters in fiction

Instead of having a set number of book reports for the semester, the teacher may ask students to keep a gallery of characters—a booklet in which the student draws word pictures of characters met in books during the semester.

Students can get considerable amusement from keeping a diary for a character in the book they are reading. In addition they can stimulate their imaginations and heighten their interest in the book by having the character record his experiences in episodes partly told or only hinted at by the author. They have an opportunity, too, to introduce appraisals of other characters as seen through the eyes of the imagined diarist.

C. The reading project

One way of giving unity and purpose to a student's reading is to encourage him to read several books on the same subject, person or theme. Under such plan he will write a paper in which he draws on his selected reading. Here are some titles that might be used:

1. A Great American
2. A Trip Through Latin America (or any part of the world)
3. Great Missionaries
4. Civil War Heroes and Villains
5. Negro Influences on American Life
6. The Founding Fathers
7. War in the South Pacific
8. The Saga of the Mormons
9. The Works of (a great writer)
10. Folklore of (a country or part of the United States)

11. The South During the Reconstruction
12. The Gold Rush
13. Far Places and Strange People
14. Life at Sea (at a given time)
15. The Wonders of the Sea
16. Law on the Frontier
17. Some Causes of War (Revolution) (Strikes) (Misunderstandings)
18. Heroes of Medicine (or Heroines of Nursing)
19. Pioneers of the Airways
20. How We Treated the Indians
21. San Francisco in Fiction
22. Courage

D. The Dust Jacket

A method of reporting which is now very popular, is to have students make dust covers and write blurbs for the books they have read.

II. Oral Book Reports

A. The book chat

The teacher meets with each student individually to discuss the book and give further reading guidance to the individual.

B. The panel

The panel is most effective when each group has a central theme: the different books of one author; several books on the same subject; several books of similar theme or background; a novel, a play and a biography centered around the same person; or an individual book.

If the panel can be recorded out of class time, the members can be given a chance to analyze their own comments. A recording may stimulate a radio or television broadcast on books.

C. The book debate

A novelty in book reports that should be attempted only by very good students is the book debate. A student who has conceived a particular admiration for one book or another should challenge another student to debate with him a question worded like one of these:

Resolved: that *David Copperfield* is the best of Dickens' novels.

Resolved: that.....is a better author than.....

Resolved: that the teen-agers ins novels are more true to life than those ins.

D. The dramatized report

Having read a book, a student can prepare a dramatization of an exciting scene and enlist other students to help him in putting it on as a play or as a radio or television program.

E. Readings

After a brief comment on his reactions to the book the student can read from the book for three to five minutes a portion or portions that he thinks justify his reactions.

APPENDIX XV

Books And Other Aids For The Teacher

The material and books listed below represent only a fraction of those available to teachers of English. The fact that a publication is not listed here does not mean that it is inferior to those which are included. The publishers' addresses that are not given may be found in the *Standard Catalog for High School Libraries*, listed as item 15 under *Aids in Making Book Lists*.

Material from the National Council of Teachers of English

The N. C. T. E. is the best source of all kinds of aids. All teachers should have the catalog, *Resources for the Teaching of English* (508 South Sixth Street, Champaign, Illinois), which contains

- | | |
|--|--------------------------------|
| A. Books and pamphlets on | |
| 1. American and British authors | 11. Methods of teaching |
| 2. Composition | 12. Planning the curriculum |
| 3. Contemporary American fiction | 13. Punctuation |
| 4. Critical essays on literature | 14. Research reports |
| 5. The English language | 15. Spelling |
| 6. Free and inexpensive material | 16. Study of the mass media |
| 7. Grammar and usage | 17. Teaching conditions |
| 8. High school—college articulation of English | 18. Teaching literature |
| 9. Literary works | 19. Speech and listening |
| | 20. Vocabulary |
| B. Lists of books for | |
| 1. Elementary students | 3. Senior high school students |
| 2. Junior high school students | 4. College students and adults |
| C. Literary maps of | |
| 1. The United States | 3. The world |
| 2. The British Isles | 4. Literary works |
| D. Film strips for use with both literature and language study | |
| E. Recordings of stories, plays, poetry and speeches | |
| F. Miscellaneous material as | |
| 1. Forms for recording the independent reading of students | |
| 2. Theme paper | |
| 3. Free and inexpensive materials for teaching | |

Books on Methods of Teaching

1. Bernstein, Abraham. *Teaching English in High School*. Random House, 1961.
2. Burton, Dwight L. *Literature Study in the High School*. Holt, Rinehart and Winston, 1959.
3. Commission on the English Curriculum of the National Council of Teachers of English. *The English Language Arts in the Secondary School*. Appleton-Century-Crofts, Inc.
4. Fowler, John H. *Art of Teaching English*. St. Martin's Press.
5. Gordon, Edward J., and Edward J. Noyes. *Essays on the Teaching of English*. Appleton-Century-Crofts, 1960.
6. Holbrook, David. *English for Maturity*. Cambridge University Press, 1962.
7. Loban, Walter, et al. *Teaching Language and Literature*. Harcourt, Brace and World, Inc., 1961.
8. Pinto, Vivian de Sala, ed. *Teaching English in Schools*. St. Martin's Press.
9. Pooley, Robert C. *Perspectives on English*. Appleton-Century-Crofts.
10. Sauer, Edwin H. *English in the Secondary School*. Holt, Rinehart and Winston, Inc., 1961.
11. Stone, George W., Jr., ed. *Issues, Problems and Approaches in the Teaching of English*. Rinehart and Winston, 1961.
12. Wolfe, Don M. *Creative Ways to Teach English*. The Odyssey Press, Inc., 1958.

Aids in Making Book Lists

Most of the following items are found in *The Standard Catalog for High School Libraries*, (item 15 below) a library tool indispensable to every high school library regardless of size. The items are grouped here in a handy list for the teacher. Publishers' addresses can be found in *The Standard Catalog for High School Libraries*.

Unless teachers are dealing with students of exceptional academic ability or of high general cultural background, they will find the lists designed for high school and junior high school more useful than those created specifically for the college bound student. The latter lists are apt to be somewhat erudite. An exception is *Current Books*, (item 6 below) which because of its timeliness, contains many titles that attract students of varied abilities and backgrounds. See Appendix XIII, *Independent Reading* and the Literature sections in the *Guide*.

1. *A Basic Book Collection for High Schools*, 7th ed., American Library Association, 1957, 186 pp. \$3.00.
Compiled under the auspices of the American Library Association and other national organizations devoted to education and reading. A selected list of 1562 books, magazines, and audio-visual aids cataloged and annotated. The emphasis is on senior high school. Paperback books are included. Although the list is intended for use of the librarian in a small school, English teachers will find it useful.
2. *A Basic Book Collection for Junior High School*, Margaret V. Spengler, ed., 3rd ed., American Library Association, 1960, 136 pp. \$2.00.
Annotated list of about 1000 books and 70 magazines. It is useful for ninth graders and for high school slow readers.
3. *Fiction catalog*, 7th ed., 1960. A list of 4,097 works of fiction in the English language with annotations. H. W. Wilson, 1961, 650 pp. \$12.00.
The Standard Catalog says, "A selected list of fiction titles whose usefulness is vouched for by a representative group of practicing librarians. Books especially recommended for young people by the consultants are marked with a 'y'."
4. Hanna, Geneva R. *Books, Young People, and Reading Guidance*. Harper, 1960. \$3.50.
Useful to teachers, librarians, parents, and others concerned with guiding the reading of junior and senior high school pupils.
5. Heaton, Margaret M. *Reading Ladders for Human Relations*: American Council on Education, 1955. \$1.75.
Contains books of fiction, biography and suitable nonfiction. It "is designed to help teachers use experiences stored in books to further growth in human understanding and sensitivity. Practical suggestions for their use accompany the annotated lists," says *The Standard Catalog*.
6. Independent Schools Education Board. *Current Books*: senior booklist of the Independent Schools Education Board. Illus. 50c.
Books for leisure reading in grades 9 through 12. Includes the Editorial Committee's list of the ten best adult books of the previous year for the pre-college reader.
7. Library Journal. *A Catalog of 3500 of the Best Books for Children*. Includes adult books for young people. Compiled in the offices of Library Journal, Bowker, 1961, 206 pp., illus. \$3.00.
8. *Good Reading for the Teen Ager*. Montana State Library Commission, South Avenue and Middlesex, Missoula, Montana. Books are grouped under entitling headings. Says the preface, "This list of approximately 350 titles is suggested to the teen-ager for his pleasure and to both public and high school librarians as a possible basic list of books for enrichment of both types of libraries."
9. New York Public Library. *Books for the Teen-ager*. The Library, illus., 50¢.
An annual list of books arranged by subject. Designed primarily for leisure-time reading.
10. National Council of Teachers of English. *Books for You*, a list for leisure reading for use by students in senior high schools. The Council, 1959, 153 pp., illus. 60¢.
Has a wide variety of titles for practically every reading taste. All books are annotated. Includes paperbacks. Interim supplement available at 30¢.

11. National Council of Teachers of English. *Your Reading*, lists for junior high schools. The Council, 1960, 109 pp., illus. 75¢. Books are annotated and grouped under such titles as adventure, modern youth, hobbies, science and inventions, careers, sports. Includes paperbacks.
12. *Outstanding Biographies for College-Bound Students*. American Library Association, 1963. Further information not available to reviewer at this time.
13. *Outstanding Fiction for College-Bound Students*. American Library Association, 1963. Further information not available to reviewer at this time.
14. Roos, Jean Carolyn. *Patterns in Reading*, an annotated book list for young adults, 2nd ed., American Library Association, 1963. \$2.25. A bibliography which has about 1600 titles arranged in 75 interest topics designed to "stimulate and develop the reading of young adults by providing them with an opportunity to discover for themselves books they will enjoy reading and interests they will wish to explore," says the *Supplement to Standard Catalog for High School Libraries*.
15. *Standard Catalog for High School Libraries*, 8th ed., Wilson, H. W., 1962. \$15.00. A selected catalog of 4,212 books in print arranged in three parts: classified catalog; author, title, subject index; and directory of publishers. Published every five years with yearly supplements. Although intended as a tool for the librarian, this catalog is indispensable to the English teacher.
16. Strang, Ruth, et. al. *Gateways to Readable Books*. 3rd ed., Wilson, H. W., 1958, 181 pp. \$3.00. "An annotated graded list of books in many fields for adolescents who find reading difficult,"—the subtitle. The books are arranged by broad subjects and are annotated. The reading level of each book is given. Books are indexed by author, title, and reading difficulty.
17. Walker, Elinor. *Book Bait*. American Library Association, 1957. \$1.25. The publisher's notes say: "For anyone with the responsibility of guiding teenagers toward mature reading habits. The list covers about 100 adult titles, carefully chosen for their intrinsic worth and the sure-fire interest they arouse in young people. Review-length notes on each provide basic help for book talks and individual reading guidance, and indicate other books of related interest."

Aids in Selecting and Purchasing Suitable Paperbound Books

Most of the following titles and other items have been selected from *The Paperback Revolution—The Reading Phenomenon of our Age*, a preliminary informational report prepared by Mrs. Geneva T. Van Horne, Missoula, for use of the Montana Reading Council in its study of paperback books for reading programs.

Teachers and librarians, not distributors or salesmen, should select the books used by students. Securing suitable paperbacks may be a problem in schools where there are no local bookstores or wholesale news companies.

Mrs. Van Horne recommends three sources: The A and A Distributors, 316 Summer Street, Boston (Paperback jobbers); The Bookcase, Inc., 615 Lexington Avenue, New York 22 (Mail order house); Book Mail Service, Box 363, Jamaica, New York (Mail order house).

1. The most comprehensive list of paperbound books in *Paperbound Books in Print* by R. R. Bowker Co., 1180 Avenue of the Americas, New York 36. Published quarterly at \$16.00 a year or \$5.00 a single copy. Lists paperbound books in print by topic, author, and title; also lists advanced titles, new fiction, publishers and their addresses. Paperbound books come into and out of print so rapidly that teachers will find this catalog a time-saving device. For most schools one edition a year will be satisfactory.
2. *Books to Encourage the Reluctant Reader*. Scholastic Book Services, 900 Sylvan Avenue, Englewood Cliffs, N. J. Free.
3. Boyland, L. and Sattler, R. *A Catalog of Paperbacks for Grades 7 to 12*. Scarecrow Press, 257 Park Avenue South, New York 10, New York, 1963. \$5.00.

4. *Good Reading*. Rev. ed. Mentor, 1960. 75¢.
Annotated guide to more than 900 paperback science books arranged by subject. Fifty-four science and mathematical categories covered. Four levels of reading and comprehension indicated.
5. Hogan, H. *Treasures in Paperbacks*. University of North Carolina, Chapel Hill, N. C. 75¢.
About 140 paperbacks in art, biography, classics, fiction, history, literature, music, philosophy, psychology, religion, science, crafts and hobbies critically reviewed.
6. *Paperbacks for the High School*. Reading Center, Syracuse University, Syracuse 10, N. Y. 20¢.
A guide to those interested in setting up a classroom paperback library or student-run bookstore. Suggests a basic collection of 500 titles.
7. *Paperback Goes to School*. Latest annual edition. Bureau of Independent Publishers, New York 16, N. Y. Free.
Revised and brought up-to-date yearly. Selected list of over 3000 junior and senior high titles. Final choice checked for school suitability by joint ALA and NEA committee.
8. *Annual Paperbound Book Guide for High Schools*. R. R. Bowker Company. (See item 1) Free.
The 124 publishers who have participated in this *High School Guide* have underwritten the cost of publication and distribution, and were also responsible for selecting from their lists the more than 4300 high school titles in this Guide. Designed specifically as a service to the high school teacher.
9. *Paperbound Books for School and Libraries*. Paperbound Book Distributions Center, Box 1148, Oklahoma City 2, Oklahoma. Free.
10. *Readers' Choice Catalogue*. Scholastic Magazines. Free. New edition yearly. More than 500 selected paperbacks appropriate for grades two through twelve arranged by broad subject with title index.
11. Special sections on paperbacks are found in such magazines as *The Library Journal*, *Publishers Weekly* and *Saturday Review*.

Miscellaneous

1. Altick, Richard D. and Andrew Wright. *Selective Bibliography for the Study of English and American Literature*. Macmillan, 1963.
2. *Audio-Visual Instructional Materials Catalog*. Educational Audio Visual, Inc., Pleasantville, New York, 1964.
For English social studies and history. Large selection of films, filmstrips, records and other kinds of audio and visual material; also equipment.
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